DOCUMENT RESUME

ED 370 247 EA 025 891

AUTHOR	Achilles, C. M.; Young, Rufus, Jr.
TITLE	Replication/Implementation Model Field Test: Project SHAL.
INSTITUTION	Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
SPONS AGENCY	Danforth Foundation, St. Louis, Mo.; Midwest Race Desegregation Assistance Center, Manhattan, Kans.; Saint Louis Public Library, Mo.
PUB DATE	Jun 84
NOTE	104p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Academic Achievement; Educationally Disadvantaged; Effective Schools Research; Elementary Secondary Education; Models; *Program Effectiveness; *Program Implementation; *School Effectiveness
IDENTIFIERS	Saint Louis City School District MO

ABSTRACT

This document reports findings of a study that evaluated the implementation model developed for Project SHAL, an "effective schools" reform model. Implemented in 1980 in Area I of the St. Louis Public School District (Missouri), Project SHAL is an acronym for the four original participating schools--Stowe, Hempstead, Arlington, and Laclede. The project has two goals: (1) to help students achieve and maintain national academic norms, and (2) to develop a model that tracks program implementation. This paper describes the replication model field test, which sought to assess the original replication model's accuracy and to assess the levels of implementation of the five key effective-schools factors (administration, basic skills, climate, continuous assessment, and expectations). Data were derived from observations of the 19 participating schools, analysis of student scores on standardized achievement tests, and faculty surveys. Findings indicate that the replication model provides an accurate and useful implementation guide. Schools that demonstrated the greatest gain in student test scores were characterized by: (1) thorough project implementation; (2) longer participation; and (3) staff who had become "believers." Finally, successful implementation was a function of time. A total of 15 tables and 5 figures are included. Appendices contain an implementation assessment guide, 19 narrative summaries, the original SHAL replication model, the pilot test, and statistical data. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 370 247

REPLICATION/IMPLEMENTATION MODEL FIELD TEST

PROJECT SHAL

St. Louis, Missouri Public Schools
AREA I
5234 Wells Avenue
St. Louis, MO 63113
Dr. Rufus Young, Jr., Area Superintendent

Support for Project SHAL has come from many sources, including:
The Danforth Foundation
The St. Louis Public Schools
Federal Desegregation Funds
The Midwest Race Desegregation Assistance Center,
Kansas State University, Manhattan, KS

C. M. Achilles*
Rufus Young, Jr.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
C. M. Achilles
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

June, 1984

* Report compiled and edited by Dr. C.M. Achilles, Professor, Bureau of Educational Research and Service, College of Education, University of Tennessee, Knoxville, TN 37996-3400. Numerous persons assisted in this Project. Listings of persons actively involved in the field test (excluding teachers, pupils, administrators, and staff without whom there would have been no project or field test) appear on pages 1-3. The others, who deserve the most credit, are too numerous to thank individually.

EA 025 891

BEST COPY AVAILABLE

CONTENTS

ITEM	PAGE
Cover	i
Contents	ii
Introduction	iv
SHAL Replication Model Field Test	1
Training and Field-Test for Replication Model	1
Purpose	4
Assumptions	4
Prior Work	4
Some Background	5
Some Impediments	5
Implementation Groups	6
The Problem of Data Reduction	6
Data Reporting	7
Research Hypotheses Implicit in the Field Test	7
Data Presentation	8
Observation Guide Data	8
SOME 1984 TEST RESULTS	14
BEST RESULTS	14
Spring CAT Information (1984)	15
Implementation Survey Results	20
The Narrative Summaries	26
City and Area I CAT Reading Summaries	27
Discussion	29
Strengths and Weaknesses	31
Summary	32
References/Bibliography	34

FIGURES

1.	Orientation Meeting Schedule	1
2.	Schedule of Field Test Visits	2
3.	Team Composition for Field Visits	3
4.	Some Pre-Post Gains In SHAL Schools	24
5.	Pre-Post Gains in SHAL Schools (Data from Fig. 4)	25

TABLES

		PAGE
1.	Means and Ranks of Schools on Implementation	9
2.	Grouping of Schools by Implementation	10
3.	Pearson r Correlations Between Total Implementation Score and Implementation Scores on Each Affective Schools Factor by Implementation Group	11
4.	Pearson r Among 5 Effective Schools Variables and Average for 19 SHAL Schools	11
5.	Range and Difference Between High and Low Scores on Each Effective Schools Factor by Implementation Group	13
6.	Percent of Pupils Passing ALL BEST by Year by Area I and SHAL Schools	14
7.	CAT Results for Schools in SHAL for One and for Three Years	16
8.	CAT Results for Schools in SHAL for Two Years	17
9.	Comparisons of Schools on CAT Results (Ranks) and Ranks on Field Test	18
10.	Grouping of Schools by Percent of Grades at or Above National Norm	19
11.	SHAL Schools Ranked on Six Factors Based on Mean Scores of Faculty Responses to Implementation Survey	21
12.	Grouping of Schools by Average Rank on Implementation Survey	20
13.	Comparison of Rankings of SHAL Schools on Three Measures	22
14.	City and Area I CAT Results (Reading) for Three Years	28

APPENDICES

A.	Implementation Assessment Guide	A-1
B.	Narrative Summaries (Each School: N=19)	B-1
C.	Original SHAL Replication Model	C-1
D.	A Pilot Test of the Field Test	D-1
E.	Implementation Survey	E-1
F.	Computations of Associations (Ranks)	F-1

INTRODUCTION *

Some schools in Area I of the St. Louis public schools have had little possibility of meaningful desegregation due to geographic and demographic factors. Many of the schools housed pupils who were not performing well on standardized tests and the schools reflected the problems often associated with inner-city schools.

Persons in the Area I office recognized the need for action. They wanted the schools to be the best possible schools; schools that would be responsible for the education and performance of their pupils. Area I personnel were attracted to the notion of "Effective Schools" as explained by Edmonds, Brookover, Lezotte, and others. They visited effective schools and discussed their ideas. They developed a proposal to the Danforth Foundation to gain some financial support to create a massive change in schooling in some parts of Area I. Initially one junior high and three elementary schools that comprised a "cluster" were identified and project SHAL (named from the original four schools: Stowe, Hempstead, Arlington, Laclede) was underway.

The Area I office provided strong support for the project. A structure to support the change, including committees and processes for implementing the change, was established. A program of public information and a planned program of inservice training and planning were initiated.

Inservice programming focused on teachers, parents, and others connected with the schools. There was attention to the major five elements of effective schools (building leadership, high expectations, focus on basic skills, a school climate conducive to learning, and frequent monitoring of pupil progress.) Inservice efforts followed the format of such things as Teacher Expectations and Student Achievement (TESA) and Expectations, Interactions, Achievement, (EIA). Throughout the year coordinators of instruction from the Area I office worked in the buildings with teachers to help see that planned activities were being implemented in the classroom. In September, 1981, teachers began using project SHAL ideas and plans in the first four SHAL schools. A general timeline for Project SHAL is as follows:

11/80-9/81 - "Readiness" (This included such things as establishing councils and task forces, visits to other exemplary schools and orientation activities.)

2/80 - Initiation of community meetings and orientation

9/81 - Implementation of SHAL activities in classrooms (four schools)

9/82-8/83 - Second year of operation (four original schools) and 12 new schools in their first year of activity

---

*Much of this information is from "Some Preliminary Evaluation Notes of An Effective Schools Effort: Project SHAL." See References Section.

9/83-8/84 - Third year of SHAL activities (the first 4 schools will be in their third year; the next 12 in their second year; and 3 additional schools were added.

A decision was made to use results of the district testing program (CAT) as the primary procedure for evaluation of project SHAL. Special testings were avoided, although comparisons were made when state and other tests were used. This decision was made primarily based upon 2 factors: (1) the economics of testing in terms of both money and time, and (2) one SHAL goal dealt with pupil achievement relative to national and city norms.

The proposal presented to the Danforth Foundation set out two basic SHAL goals. The first was to work with youngsters so that they would eventually attain and maintain grade level as compared to national norms. The second goal was to develop a plan or model to track the implementation of SHAL and aid in evaluation of the implementation efforts.

Starting from this relatively uncomplicated base, Project SHAL has become a focus of interest in the St. Louis system. Admittedly there has been additional financial support for Project SHAL, and this has been very helpful to SHAL. The most important financial effort has supported teacher inservice training. As might be expected, there has been some success with Project SHAL, and there also have been areas where Project SHAL has not yet met expectations.

Because of data comparability and availability and some reporting problems, early assessments of SHAL progress used "gross" data and such things as average data for grade levels. Starting in 1983 some "cohort" data were available and individual tracking of pupils became possible. SHAL efforts have met with several obstacles to organized evaluation and clear interpretation of results. Some of the obstacles have been: pupil mobility so that youngsters have not been in the SHAL treatment long enough or consistently enough for the hoped-for levels of gains, rather massive personnel transfers and reductions in force due to severe financial constraints, and promotion of some excellent classroom teachers to administrative positions. Thus, since the data do not always point to clear and unambiguous answers, some tentative conclusions have been necessarily based upon such "soft" data as observation, one-shot questionnaires, impressions, and informed professional judgement.

The replication model field test had two purposes: 1) to see if the replication model developed in 1981-1982 provided a reasonably accurate portrayal of the implementation and replication processes, and 2) to assess the levels of implementation of the five key effective schools factors (administration, basic skills, climate, continuous assessment, expectations) in the SHAL schools. By the Spring, 1984, there were three groups of SHAL schools: Group I contained four schools that had three full years of SHAL; Group II contained 12 schools with two years of SHAL; Group III contained three schools just completing their first year of SHAL implementation.

Project SHAL is a large-scale attempt to improve schooling for many youngsters. All who have contributed to SHAL deserve a great deal of praise and credit. The parents and pupils, community at large, policy makers, administrators, educators and staff personnel have contributed much time, effort, skill, and sheer determination and perseverence to SHAL. Their efforts are beyond pay; thus they must accept the sincere THANKS that they deserve.

Training and Field-Test for Replication Model

On 4/29, the teams for Field-testing the SHAL replication/implementation model met at the Area I Office with the Area I Superintendent and four other staff members for orientation and training. The training session started at 10:00 A.M. and concluded at 7:00 P.M. There were two breaks for meals that were catered to the Area I Office.

The orientation and training were conducted according to a pre-determined format and schedule. A copy of the training schedule is attached (Figure 1). A schedule of school visits was determined to follow, as well as possible, a four-team format (Figure 2). Each team was established so that among members represented (on each team) were the following: race (black/white), sex, education, experience, psychology training, out-of-state person (Tennessee), St. Louis person, evaluation experience. A team leader was designated for each team. The team composition appears as Figure 3.

SHAL FIELD-TEST OF THE REPLICATION MODEL
ORIENTATION MEETING

Sunday, April 29, 1984
10:00 A.M.

Introductions and Overview		Rufus Young, Jr.
Strong Administrative Leadership		Sue Durns
Positive School Climate		Sue Durns
Regular and Ongoing Assessment		Ann Russek
High Expectations		Delester Young
Basic Skills Commitment		
	Mastery Reading	Delester Young
	Missouri Math Effectiveness	Ann Russek
	SHAL Chapter I Model	Sue Durns
	Identification and Commitment to Use of Teaching Model	Ann Russek
	Large Group/Whole Class Instruction	Delester Young
	Minimum Essentials	Sue Durns
Orientation to Survey Administration and Analysis		Chuck Achilles

Figure 1 Orientation Meeting for SHAL Replication Model Field-Test

---

Report compiled by Dr. C. M. Achilles, Professor, College of Education, University of Tennessee, Knoxville, TN, 37996 for SHAL Project, c/o Dr. Rufus Young, Area I Superintendent, St. Louis Public Schools, 5234 Wells Avenue, St. Louis, MO. 63113.

SCHEDULE OF VISITATIONS FOR FIELD-TESTING THE SHAL REPLICATION MODEL

(GRADE LEVELS, OPEN/CLOSE TIME, PRINCIPAL, APPROX. SIZE)

Monday, April 30	Grades	Open/Close	Principal	Approx. Size
Clark Br. 2	K,4-5	8:15 a.m./2:45 p.m.	Mrs. Bernice Smith	125
Cook Br.	K-4	" " "	Mr. Warren Brunson	180
Arlington	K-5	" " "	Mr. Roy Davis	390
Mitchell Br.	K-5	" " "	Mrs. Vivian Turner	180
Tuesday, May 1				
Ford Middle	K,6-8	9:00 a.m./3:30 p.m.	Mrs. Doris Jones	500
Hempstead	K-5	8:15 a.m./2:45 p.m.	Mr. Roger Twist	550
Stowe Middle	6-8	" " "	Mr. Edgar Burnett	450
Walbridge	K-5	" " "	Mr. James Ewing	650
Wednesday, May 2				
Gundlach	K-5	8:15 a.m./2:45 p.m.	Mr. Gerald DeClue	720
Emerson	K-5	" " "	Mrs. Francis Nimmo	450
Hempstead Br.	4-5	" " "	Mrs. Gussie Fultz	130
Laclede	K-5	" " "	Mr. Lonzola Buford	490
Thursday, May 3				
Cook Middle	6-8	9:00 a.m./3:30 p.m.	Mr. Robert Hudson	380
King Middle	6-8	7:30 a.m./2:00 p.m.	Mr. Jim Billups	600
Mitchell	K-5	8:15 a.m./2:45 p.m.	Mr. Sam Schaffer	410
Herzog & Br.	K-5	" " "	Mr. Ken Schuessler	400
Friday, May 4				
Hamilton Br.	K-5	8:15 a.m./2:45 p.m.	Mrs. Glyneece Alexander	335
Monday, May 7, OR Tuesday, May 8 OR Wednesday, May 9				
Walnut Park	K-3	8:15 a.m./2:45 p.m.	Mr. Marion Knox	560
Langston Middle	6-8	9:00 a.m./3:30 p.m.	Mr. James Strughold	535

Figure 2 Schedule of Visits for SHAL Replication Model Field-Test, Including Some Individual School Data.

LEADER(S)	TEAM MEMBERS
Dr. Glenn White	Nan Lintz Pam Stanfield Nora Ebersbach
Dr. Helen Bain	Julie Williams Ray Henry Sharon Lee
Dr. C. M. Achilles	Martha R. Buckley DeWitte Counts
Mr. Reggie High Ms. Cynthia Norris (co-leaders)	Ron Hart Sue Meyer-Koppel

Figure 3 Teams for Field-Test of SHAL Replication/Implementation Model Field Test.

Note. Each person listed above contributed some written material for this report that, at a minimum, included contributions to the narrative summaries developed for each school. Team leaders coordinated work and compiled results for each team.

Teams worked together for the first three days. After the third day Dr. Bain had to leave (family illness). N. Lintz was moved to the Bain team for Thursday. On Friday there was only one school to visit so a new team was developed: Achilles, Counts, Hart, Henry, High. Dr. Glenn White headed up four-person teams selected from St. Louis personnel (Ebersbach, Lee, Meyer-Koppel, Stanfield) to visit the final two schools on 5/7 and 5/8.

Purpose

The purposes of the visitations were (1) to see how well the SHAL replication model (developed in 1981) depicted the implementation and replication of SHAL elements (leadership, climate, expectations, basic skills emphasis, monitoring of pupil progress) and (2) to see what degree the various schools had implemented the 5 effective schools elements.

Assumptions

Several assumptions were either explicit or implicit in the field test. These assumptions included the following.

1. Amount of time in SHAL would be important in the degree or amount of implementation.
2. Implementation of the various elements would not be the same (or "even") among schools, even those that had been in SHAL for the same numbers of years.
3. It was important to study the degree or amount of implementation for several reasons.
    a. Pupil outcomes (if positive) should not be attributed to SHAL if implementation were weak (or not evident).
    b. Pupil outcomes (if weak or negative) should not be attributed to SHAL if implementation were weak (or not evident).
    c. Results of this field test could help SHAL schools re-direct their energies or efforts to areas where implementation seemed weak.

Prior Work

Project SHAL developed a replication/implementation model in cooperation with the Midwest Race Desegregation Assistance Center (MWRDAC) and its consultants.* This model was to assist in the replication of SHAL from the first four schools to the next groups of schools and to help SHAL personnel "track" the implementation effort (to help assure that the five effective schools elements were actually implemented). Instruments to help track the implementation

*Development and use of the model have been reported in several papers or reports, including: Interim Evaluation Report, 11/82; "Development and Use of a Replication and Evaluation Model ...", MSERA, 11/82; "The Change Process in Real Life ...," AERA, 4/83; "Some Preliminary Evaluation Notes ...," MSERA, 11/83. (See References Section).

were developed from the literature and the model, and were field-tested by MWRDAC staff the Stowe School in 1/1984. Minor adjustments were made in the instruments prior to the current field test. The 4/29 - 5/4 field test made particular use of two implementation observation guides and two interview/ questionnaire guides as principal data-collection instruments. Additionally, a SHAL implementation survey provided information on perceptions of teachers and administrators regarding the implementation effort. A copy of the observation guide used to aggregate the observation data appears in Appendix A.

Some Background

Project SHAL was developed by St. Louis Area I Superintendent Dr. Rufus Young, Jr. to provide the best education possible for all-black schools in Area I when it became apparent that, for demographic reasons, desegregation efforts would not be successful in several Area I schools. The impetus for SHAL was the "effective schools" work of Dr. Ronald Edmonds and his colleagues. After learning about "effective schools" from meetings with Dr. Edmonds, Dr. Young approached the Danforth Foundation with his ideas. The Danforth Foundation was receptive and Dr. Young prepared a proposal. A cluster of four schools--Stowe Middle School and its three major "feeder" schools, Hempstead, Arlington and Laclede--was chosen as the original SHAL site. A year of planning, visits and training preceeded the original implementation. Four schools began SHAL in 9/81; 12 more in 9/82 and three more in 9/83. Thus, in Spring, 1984 there were some schools completing their first year of SHAL, 12 completing their second year, and the original SHAL schools completing their third year of actual SHAL implementation.

Dr. Young believed that if the five factors (Edmond's work) were present in "effective schools" whenever they were found, then effective schools could be created if the five factors could be implanted and nurtured in schools that were not "effective" but which had the problems of inner-city schools. The SHAL measure of effectiveness was essentially the same measure used by Edmonds--the pupil output would increase so that, after 3 years, SHAL schools would attain the national mean on the St. Louis City standardized tests (the California Achievement Test, or CAT) on the basics of reading amd mathematics. Additionally, SHAL hoped to influence the disproportion of pupils in the lowest quartile and to move the youngsters from the low toward the higher quartiles.

Some Impediments

SHAL goals were ambitious but certainly not unrealistic or impossible. There were several serious impediments to achievement of SHAL goals: 1) pupils

in Area I are very mobile -- they do not stay in one school long and this hurts the treatment effect; 2) there have been many teacher transfers and/or reductions in staff resulting in difficulty in keeping pupils in classes taught by SHAL teachers, and 3) an inordinate percent of pupils in SHAL schools were performing far below the national average on standardized tests (making the SHAL goal of attaining the national norm very formidable, indeed).

The Implementation Groups

In 1980-81 there was a planning year. This involved the original four schools. In 9/81 the pupils began receiving SHAL services. The three implementation groups are:

I (1981-82)	II (1982-83)		III (1983-84)
Stowe Middle	Cook Middle	Hamilton Br.	Langston Middle
Hempstead	Ford Middle	Mitchell Br.	Walnut Park
Arlington	King Middle	Clark Br. II	Herzog and
Laclede	Cook Branch	Walbridge	Herzog Branch
	Mitchell	Gundlach	
	Emerson	Hempstead Br.	

The Problem of Data Reductionism

The visits to the schools provided rich, holistic or naturalistic observation data. Observers noted a "1" on the guide if the item was not at all evident; a "2" if the item was in the planning stage; a "3" if the item or activity was being implemented but evident or observable and a "4" if the item was clearly "in place" and observable. Observers used an occasional "5" if the item or activity was not only "in place", but if it also was unusually well implemented. (The "5" rating was for exceptional situations and seldom used.) Thus, the range of response on the observation check list was essentially 1-4. Data for one item may have come from several sources, such as principal interview, records, and observation. Sources of the data are noted on the instrument. (Appendix A).

The availability of "numbers" encourages people to focus on the numbers rather than items themselves. This is the problem of "reductionism." Although this report, by necessity for brevity and coherence, displays the numbers and discusses them, the serious reader should refer to the observation form and to individual item responses. In addition, each team developed a very brief observation narrative to record general impressions of the school visited, including any major context factors that may have the potential to influence the implementation severely (e.g., unusually high pupil mobility or facilities that would hinder the implementation). These brief narratives may add to the observation and help alleviate the reductionism. (Narratives appear as Appendix B).

Data Reporting

Each team member made independent observations. After the visitation the team met to compare observations and notes. Together, as a team, the persons agreed upon a single numerical "rating" for each item. This may have been done by averaging responses made by individuals in the schools and/or by averaging responses of the team members who observed that particular item. On individual school summary sheets both the average for the team and the range of response are reported.

Data from the implementation field test are reported and ranked by the five factors of "effective schools." In some cases there was clear agreement on a rating. That is, all who observed the item agreed on the rating. In some cases there was a range of responses (e.g., some 3s and some 4s).

Observation guide data are reported and analyzed first in this report. Narrative summaries of visits to each school are in Appendix B. Next the results of the implementation survey are reported, and observation and survey data are compared and discussed along with appropriate comments based on the narrative summaries.

Data from the field test are then used as a basis for making refinements on the replication/implementation model. A last step, hopefully, will be use of the model and field test data to help explain pupil outcome data and other evaluations of SHAL. The SHAL replication model appears in Appendix C.

Research Hypotheses Implicit in the Field Test

An implicit research hypothesis underlies the field test. This research hypothesis will be important in understanding relationships between the implementation of SHAL and future pupil outcomes. One implicit hypothesis is: Pupil gains on basic skills (Total Reading, Total Math on CAT) will be influenced in a positive manner by 1) more complete or positive implementation of SHAL effective school elements, 2) the longer a pupil participates in the SHAL program and 3) by the amount of time the pupil is with teachers trained in SHAL emphases.

Two additional hypotheses are implicit in this approach:

A. It takes time to implement substantial change; thus the level of implementation will be positively influenced by the amount of time in project SHAL.

B. The level of implementation will positively influence pupil performance.

DATA PRESENTATION

Observation Guide Data

Data from the team observations are presented in Table 1. Data are shown for each of the five factors of "effective schools" as described by Edmonds and others. A Total "Score" was derived by averaging the "scores" attributed to each school on each of the five factors by the observation team. For this tabulation, scores on each factor were considered to contribute equally to the implementation of SHAL. (This assumption may not be true).

For purposes of initial analysis and discussion. schools were grouped into 1) those that have made outstanding progress, 2) those that had made substantial progress in SHAL implementation, 3) those that are well underway in implementation and 4) those that are planning and in early implementation. This first grouping was made only on the basis of data in Table 1. There was at this time no attempt to incorporate any of the narrative data (Appendix B) or any pupil gains. The grouping was based on criteria established and explained in the following paragraph and applied to the field test observation data only.

Schools that have achieved 3.50 and above on all five factors have made outstanding progress in SHAL implementation; schools that have a rating of 3.50 and above on four of five factors and/or a total mean above 3.50 have made substantial progress; those between 3.00 and 3.49 on four of five factors and a total mean between 3.00 and 3.49 are underway with the implementation, and those below 3.00 on individual factors and/or below 3.00 (total) are in the planning and early implementation stages. These ratings must be considered along with the time (number of years) that a school has been a part of SHAL (Implementation group). A summary of categories and the criteria for assigning schools to the categories (levels of implementation) is:

I. Score of 3.50 or more on each (5) factors (Outstanding)

II. Score of 3.50 on 4 of 5 factors and/or total of 3.50 or more (Substantial)

III. Score of 3.00 to 3.49 on 4 of 5 factors and total between 3.00 and 3.49 (Well underway)

IV. Score below 3.00 on any factor and/or a total score below 3.00 (Planning and Early Implementation).

TABLE 1
MEANS AND RANKS OF SCHOOLS ON IMPLEMENTATION OF FACTORS

	School and Implementation Group	Administration		Basics		Climate		Expectations		Assessment		TOTAL		AVE. RANK
		$\bar{x}$	Rank	$\bar{x}$	Rank	$\bar{x}$	Rank	$\bar{x}$	Rank	$\bar{x}$	Rank	$\bar{x}$	Rank	
I	1. Stowe Mid.	4.13	2	3.83	4	3.83	3	3.80	5	3.93	4	3.90	3	3.5
	2. Hempstead	3.45	14	3.25	13	3.52	9	3.68	9	3.65	9	3.51	11	10.8
	3. Arlington	4.04	3	3.45	10	3.74	4	3.50	11	3.60	11	3.67	7.5	7.7
	4. Laclede	3.97	4	3.93	2	4.14	1	3.79	6	3.98	2	3.96	2	2.8
II	5. Ford Mid.	3.54	11	3.40	11	3.19	14	3.03	15	3.23	15	3.28	13	13.2
	6. Mitchell Br.	3.49	12	3.20	15	3.35	12	3.46	12	3.65	9	3.43	12	12
	7. Walbridge	3.47	13	3.50	8	3.56	8	3.88	3	3.78	6	3.64	9	7.8
	8. Cook Br.	2.51	19	2.81	17	3.41	11	3.25	13	2.78	19	2.94	16.5	15.8
	9. Clark Br.	3.78	9	3.48	9	3.74	4	3.78	7	3.60	11	3.67	7.5	9.5
	10. Hempstead Br.	4.37	1	3.95	1	4.14	1	4.05	1	4.00	1	4.10	1	1.0
	11. Emerson	3.67	10	3.88	3	3.32	13	3.53	10	3.50	14	3.58	10	10
	12. Gundlach	3.95	5	3.73	5	3.64	7	3.83	4	3.79	5	3.79	5	5.2
	13. Cook Mid.	3.89	6	3.72	6	3.46	10	4.00	2	3.95	3	3.80	4	5.2
	14. King Mid.	3.89	6	3.60	7	2.00	19	2.75	18	3.72	7	3.19	14	11.7
	15. Mitchell	2.92	16	2.72	18	2.97	17	2.92	17	3.03	18	2.93	18	17.3
	16. Hamilton Br.	3.83	8	3.37	12	3.72	6	3.78	7	3.68	8	3.68	6	7.8
III	17. Herzog & Br.	2.80	18	3.22	14	2.69	18	2.62	19	3.17	17	2.90	19	17.5
	18. Langston Mid.	2.81	17	2.59	19	3.00	16	3.10	14	3.20	16	2.94	16.5	16.2
	19. Walnut Pk.	3.02	15	2.95	16	3.17	15	3.00	16	3.60	11	3.15	15	14.7
	MEAN SCORES by IMPLEMENTATION GROUP													
	I (n=4)	3.89	1	3.62	1	3.81	1	3.79	1	3.69	1	3.76	1	1
	II (n=12)	3.61	2	3.44	2	3.38	2	3.56	2	3.52	2	3.50	2	2
	III (n=3)	2.88	3	2.92	3	2.95	3	2.91	3	3.32	3	2.99	3	3
	TOTAL (n=19)	3.46		3.33		3.38		3.42		3.51		3.42		

Table 1 presents, for each school, that school's mean observation score on each of five factors and total, and that school's rank (of 19 schools) on each factor and total. Note that the range of implementation scores (total) is 2.90 to 4.10 and that the range of all scores among factors is 2.00 to 4.37.

Data show that for each factor and for total there is some average gain relative to the amount of time in SHAL (implementation group). This is not an unexpected finding, but it tends to confirm that it takes time for schools to adopt innovations. This relationship is constant. (Table 1).

When schools are grouped using "scores" into: I. Outstanding progress in SHAL; II, substantial progress on SHAL; III, well underway; IV, planning and early implementation according to the criteria stated previously, the following is the result (Table 2). Note that groups I and II contain only schools that have been in SHAL for two or more years. This suggests that time is a key factor in the adoption or implementation of change, and especially a complex change such as Project SHAL.

TABLE 2
GROUPING OF SHAL SCHOOLS INTO LEVELS OF IMPLEMENTATION BASED ON "SCORES" FROM IMPLEMENTATION FIELD TEST

I Outstanding Progress	II Substantial Progress	III Well Underway	IV Planning/Early Implementation
Stowe	Arlington	Ford	Langston Mid.
Laclede	Hempstead	Mitchell Br.	Cook Br.
Hempstead Br.	Walbridge		King Mid.
Gundlach	Clark Br.		Mitchell
	Emerson		Herzog & Br.
	Hamilton Br.		Walnut Pk.
	Cook Mid.		

In an attempt to determine which of the five factors had major influence on the implementation (defined here as the Total Score for each school), Pearson correlations were run between the total score and the score on each factor by implementation groups. Size of the sample, with such small numbers as 4, 12, 3, was bound to influence the significance level. However, it was felt that the computations might provide some indicators that could be useful for directing training, energy, or emphasis. Table 3, presents these results. Table 4 presents intercorrelations among the five factors for all project schools (N=19).

TABLE 3
PEARSON r CORRELATIONS BETWEEN TOTAL IMPLEMENTATION SCORE AND IMPLEMENTATION SCORES ON EACH EFFECTIVE SCHOOLS FACTOR BY IMPLEMENTATION GROUP (SHAL, 1984)

		Adm.	Basic	Climate	Expec.	Assess.
Group I	r	.77	.99	.92	.91	.63
N = 4	sig.	.23	.00	.08	.08	.37
Group II	r	.85	.82	.67	.86	.86
N = 12	sig.	.00	.00	.02	.00	.00
Group III	r	.99	-.07	.86	.46	.99
N = 3	sig.	.07	.96	.34	.70	.06
TOTAL	r	.90	.85	.78	.91	.83
N = 19	sig.	.00	.00	.00	.00	.00

TABLE 4
PEARSON r CORRELATIONS AMONG FIVE "EFFECTIVE SCHOOLS" VARIABLES AND AVERAGE FOR ALL 19 SHAL SCHOOLS (1984)

		Tot.	Adm.	Basic	Climate	Expec.	Assess.
Tot.	r	1.00	.90	.85	.78	.91	.83
	sig.	.00	.00	.00	.00	.00	.00
Adm.	r		1.00	.88	.49	.90	.55
	sig.		.00	.00	.03	.00	.01
Basic	r			1.00	.44	.79	.56
	sig.			.00	.06	.00	.01
Clim.	r				1.00	.53	.83
	sig.				.00	.02	.00
Expec.	r					1.00	.65
	sig.					.00	.00
Assess.	r						1.00
	sig.						.00

One interesting result in Table 3 is that in Group I (Three years in SHAL) the highest correlation with total score is Basic Skills emphasis. One of the lowest relationships is Administrative Leadership. It appears that, in schools where the effort is well underway, the emphasis is on what teachers do in the classroom. Note that in groups II and III there are stronger relationships between Total Score and Administrative Leadership and, interestingly, the relationship is inverse to the amount of time in the project (as the Basic Skills relationship is direct to the time in the project). Is it possible that as the project gets going fairly smoothly the principal's influence (Administrative Leadership) wanes and the focus shifts to gains in teacher influence (Basic Skills) and also Expectations?

Overall (N = 19), each of the five factors is shown to be highly and positively related to Total Score, with Administrative Leadership and Expectations at the top.

The only low correlation appears in Group III (schools in the first year of SHAL implementation) in the relationship between Basic Skills emphasis and Total Score. This suggests that teachers have not yet "become believers" in SHAL. This may reflect the fact that Group III had some less inservice and attention than the other groups.

Table 4 presents the intercorrelation among the five factors and Total Score for all SHAL schools (N = 19), regardless of time in the project. High correlations are found in almost all cases, with only one relationship (Climate and Basic Skill emphasis) failing to reach significance at $p \leq .05$. The highest positive relationships are Administrative Leadership with Total Score, Expectations, and Basic Skills emphases and Expectations with Total Score. The weakest, but still positive, relationships are Climate with Basic Skills emphasis, Administrative Leadership and Expectations, and Assessment with Administrative Leadership and Basic Skill emphases.

Table 5 shows the difference between high and low scores and the range of scores on each factor by implementation group (years in the project) for each school. Generally these numbers reflect 1) time in SHAL by being generally higher in the high and low categories for the three-year group, and 2) the variation to be expected in the larger number of schools in the two-year implementation group. The one-year group has no high score that is as high as the high scores for group I and II, suggesting the developmental nature of SHAL.

TABLE 5
RANGE AND DIFFERENCE BETWEEN HIGH AND LOW SCORES
ON EACH EFFECTIVE SCHOOLS FACTOR BY
IMPLEMENTATION GROUP (Year in SHAL)

	ADM.	BASICS	CLIMATE	EXPECT.	ASSESS.	TOTAL
I. Range	4.13-3.45	3.93-3.25	4.14-3.52	3.50-3.80	3.98-3.60	3.96-3.51
Diff.	.68	.68	.62	.30	.38	.45
N=4						
II. Range	4.37-2.52	3.95-2.72	4.14-2.00	4.05-2.75	4.00-2.78	4.10-2.93
Diff.	1.86	1.23	2.14	1.30	1.22	1.17
N=12						
III. Range	3.02-2.80	3.22-2.59	3.17-2.69	3.10-2.62	3.60-3.17	3.15-2.90
Diff.	.22	.63	.48	.48	.43	.25
N=3						

SOME 1984 TEST RESULTS

BEST Results

The Basic Education Skills Test (BEST) is given to grade 8 pupils as a minimum skill or competency test. The test has several sections. Table 6 shows the percent of grade 8 pupils passing "all BEST" in the various SHAL schools. Except for the high percent passing Langston (one year in SHAL), there is positive gain by the number of years in SHAL and also in general agreement with the rank of the schools in implementation of SHAL elements. The two SHAL schools that are above the Area I average both started in 1981 below the Area I average; one school (Ford) of the two schools (Cook and Ford) approaching the Area I average started in 1981 below the Area I average. The largest gains (1981-1984) are 58.4 percent (Stowe) and 54.3 percent (Langston), the two schools that have the highest overall averages.

TABLE 6

PERCENT OF PUPILS PASSING ALL BEST by YEAR
by AREA I and SHAL SCHOOLS

AREA/SCHOOL	1981	1982	1983	1984	YEARS in SHAL	RANK from Table 1, p. 9	GAIN 81-84
Area I	23.6	37.1	35.8	58.7	N/A	N/A	35.1
Stowe	14.9	39.5	40.5	73.4	3	3	58.5
Cook	36.7	38.8	32.6	50.5	2	4	13.8
Ford	13.2	17.8	43.5	51.5	2	13	38.3
King	12.0	31.3	20.1	34.8	2	14	22.8
Langston	23.5	42.2	42.9	77.8	1	16	54.3

1984 RESULTS for NON-SHAL AREA I SCHOOLS (1984 only)

26.7; 57.8; 68.5; 51.7

The CAT Results (1984)

Tables 7 and 8 present selected CAT results. The sections for comparison are Total Battery: Grade Equivalent (GE), National Curve Equivalent (NCE), and percent of pupils in quartile one, or the lowest quartile. For schools that have been in SHAL for three years, comparisons were between 1981 and 1984 CAT scores; for those in SHAL for two years the comparisons were between 1982 and 1984, and between 1983 and 1984 for those in SHAL for the first year. The NCEs that are underlined are those that indicate that the school/grade has achieved or exceeded the national norm (a SHAL goal). Entries marked by an asterisk (*) show where the test scores went the opposite direction from the expected (i.e., down rather than up).

Of particular note is the high percent of pupils in the lowest quartile in almost every pre-SHAL CAT testing. This indicates the magnitude of the task facing the schools in attaining the national average.

Group I (Schools in SHAL for 3 years: Table 7) This group shows 13 of 18 (72%) CAT NCEs at or above the 50th percentile (national norm). Stowe and Laclede show that all grades have achieved the national norm. In 15 of 18 (83%) grades the percent in the lowest quartile has decreased (a positive result), and in 16 of 18 (89%) situations the grade equivalent (GE) increased from 1981 to 1984. In 1981, only 2 of 18 (11%) of the grades were at or above the national mean; in 1984 it was 13 of 18 (72%). Although some short of the SHAL goal, this is significant progress.

Group II (Schools in SHAL for 2 years: Table 8) This group shows 13 of 47 (28%) CAT NCEs at or above the 50th percentile. (An additional 3 cluster between 48 and 50, which would bring the percent to 34.) In 31 of 47 (66%) grades the percent in the lowest quartile has decreased; in 33 of 47 (70%) situations the GE increased from 1982 to 1984. In 1982, only 7 of 47 (15%) grades were at the national mean; in 1984 it was 28% (with 6% between 48 and 50).

Group III (Schools in SHAL for 1 year: Table 7) This group shows 4 of 11 (36%) CAT NCEs at or above the 50th percentile. (Three of four are in one school, Walnut Park, which has already attained the SHAL goal since there are only three grades in Walnut Park.) In 9 of 11 (82%) grades the percent in the lowest quartile has decreased, and in 9 of 11 (82%) situations the GE increased from 1983 to 1984. In 1983 no schools (0%) were at the national norm; in 1984 4 schools (36%) were at the national norm. Note, however, that one of three schools accounted for the majority of the gains to or beyond the national norm.

Table 9 provides a comparison of schools by implementation group (I, II, III) showing the percent of grades at or above the national norm (50 NCE). Where the absolute difference between field test results and CAT results is 5.5 or less, we consider the results of the two indicators as comparable. Table 9 shows that in 13 of 19 (68%) cases the absolute difference is 5.5

TABLE 7
CAT RESULTS FOR SCHOOLS IN SHAL FOR ONE AND FOR THREE YEARS

School/Grade			Battery TOTAL GE	Battery TOTAL NCE	% in low quartile
Stowe	6	81	5.7	41.2	34.6
		84	6.9	52.2	10.1
	7	81	7.1	45.8	22.0
		84	8.0	53.2	7.5
	8	81	8.0	43.2	28.1
		84	8.9	51.1	4.6
Hempstead	1	81	1.7	47.7	16.5
		84	1.7	50.7	11.6
	2	81	2.5	45.2	21.7
		84	2.2*	37.2*	42.1*
	3	81	3.7	49.7	20.5
		84	3.7	50.1	14.3
	4	81	4.1	40.0	35.1
		84	4.2	42.4	37.0*
	5	81	5.6	48.5	19.7
		84	5.6	48.4*	15.9
Arlington	1	81	1.6	44.7	24.2
		84	1.8	52.5	12.3
	2	81	2.2	38.3	41.9
		84	3.0	54.7	19.1
	3	81	3.2	38.6	41.2
		84	3.5	44.9	31.3
	4	81	4.1	40.6	47.2
		84	4.4	44.8	23.2
	5	81	5.0	42.1	24.3
		84	6.1	53.6	4.8
Laclede	1	81	1.8	52.6	6.9
		84	1.8	55.6	11.8*
	2	81	2.6	46.5	21.0
		84	2.8	50.8	17.7
	3	81	4.1	56.5	14.5
		84	3.7*	50.2	6.3
	4	81	4.3	43.9	30.9
		84	4.9	52.4	4.2
	5	81	5.4	46.7	25.0
		84	6.7	59.6	1.8

School/Grade			Battery TOTAL GE	Battery TOTAL NCE	%in low quartile
Langston	6	83	6.5	48.3	14.6
		84	6.4*	47.0*	13.5
	7	83	7.0	44.5	22.2
		84	7.2	46.1	23.3
	8	83	8.4	48.0	17.1
		84	8.7	50.0	13.2
Herzog Br	1	83	1.5	40.6	32.8
		84	1.7	48.1	18.4
	2	83	2.0	33.9	52.7
		84	2.3	40.2	37.0
	3	83	3.3	40.0	46.2
		84	3.4	41.7	35.5
	4	83	4.0	43.1	27.1
		84	4.5	47.5	19.4
	5	83	5.6	48.3	19.7
		84	5.2*	44.5*	30.1*
Walnut Pk	1	83	1.5	42.1	29.0
		84	1.8	52.2	16.3
	2	83	2.2	38.6	35.8
		84	2.9	51.7	20.5
	3	83	3.4	41.9	29.5
		84	3.8	52.1	10.4

*=Opposite from desired direction.
-=at or above National norm

TABLE 8
CAT RESULTS FOR SCHOOLS IN SHAL FOR TWO YEARS

School/Grade		Battery Total GE	Battery Total NCE	% in Low Quartile
Ford	82	5.8	42.0	27.1
	6 84	6.1	43.9	23.4
	82	7.0	44.4	24.8
	7 84	6.9*	43.6*	25.4*
	82	8.0	45.5	16.4
	8 84	8.0	44.4*	20.8*
Cook	82	6.4	47.3	14.4
	6 84	6.7	50.0	9.0
	82	6.9	44.2	23.9
	7 84	7.3	47.1	15.6
	82	9.0	51.8	7.1
	8 84	8.7*	49.7*	10.6*
Mitchell Br	82	1.5	41.9	27.3
	1 84	1.3*	34.3*	39.4*
	82	2.5	44.6	23.5
	2 84	2.6	48.0	21.2
	82	3.4	42.9	36.8
	3 84	3.8	52.3	4.2
	82	4.1	40.3	30.4
	4 84	4.5	46.3	20.0
	82	5.8	50.7	10.7
	5 84	6.1	53.5	4.5
Emerson	82	1.7	49.6	11.8
	1 84	1.7	47.7*	22.8*
	82	2.2	38.8	32.7
	2 84	2.6	46.9	29.0
	82	3.4	41.4	37.4
	3 84	3.4	41.6	36.7
	82	4.4	44.8	25.0
	4 84	4.2*	42.0*	40.0*
	82	5.0	42.1	29.2
	5 84	6.1	54.3	12.2
Mitchell	82	1.3	33.6	50.0
	1 84	1.6	46.8	25.7
	82	2.5	44.0	28.4
	2 84	2.9	52.4	13.6
	82	3.4	42.8	30.4
	3 84	3.3*	39.6*	44.4*
	82	4.7	49.5	16.3
	4 84	4.8	50.9	20.0*
	82	5.7	49.6	17.1
	5 84	5.9	51.6	4.5
Cook Br	82	1.4	36.6	66.7
	1 84	1.5	38.6	39.1
	82	2.4	42.0	40.6
	2 84	2.2*	37.8*	44.1*
	82	3.6	46.6	25.0
	3 84	3.8	52.0	11.4
	82	4.4	45.2	28.0
	4 84	5.1	53.9	10.0

School/Grade		Battery Total GE	Battery Total NCE	% in Low Quartile
King	82	6.2	45.3	22.8
	6 84	6.3	46.4	18.1
	82	6.7	42.2	26.4
	7 84	7.4	47.4	16.6
	82	8.0	43.1	23.6
	8 84	7.9*	42.7*	26.3*
Hempstead Br	82		50.9	
	4 84	4.2*	41.9*	
	82	5.8	51.1	14.3
	5 84	6.6	58.9	
Walbridge	82	1.6	44.7	28.1
	1 84	1.8	52.4	26.9
	82	2.2	37.7	38.0
	2 84	2.2	38.3	43.1*
	82		40.0	43.0
	3 84		39.8*	46.2*
	82	4.3	43.7	30.5
	4 84	4.0*	39.9*	31.7*
	82	5.1	42.5	33.0
	5 84	5.4	46.5	32.7
Gundlach	82	1.5	39.3	37.8
	1 84	1.6	46.4	21.4
	82	2.0	32.7	58.3
	2 84	1.9*	31.5*	60.8*
	82	3.3	40.5	35.2
	3 84	3.3	40.7	40.2*
	82	4.5	46.6	28.7
	4 84	4.3*	44.3*	23.8
	82	5.1	43.3	30.0
	5 84	5.3	44.9	24.6
Hamilton Br.	82	1.5	40.5	33.3
	1 84	1.6	42.8	25.0
	82	2.4	41.9	28.3
	2 84	2.5	44.0	27.5
	82	3.7	50.4	11.1
	3 84	3.3*	41.1*	30.0*
	82	4.2	41.4	25.0
	4 84	4.8	50.9	10.0
	82	5.3	45.2	19.4
	5 84	6.4	56.4	0
Clark Branch II	82	5.0	53.3	16.7
	4 84	4.2*	42.3*	25.9*
	82	5.9	52.6	11.1
	5 84	5.6*	49.2*	9.4

*=Opposite from desired direction (N=46)
-=At National Norm (1984) N=13
47 grade levels represented

TABLE 9

COMPARISONS OF SCHOOLS ON CAT RESULTS AND RANKS AND IMPLEMENTATION FIELD TEST RANKINGS

Group/School	Grades (N)	Grades at 50th NCE	% at 50 NCE	Rank (of 19)	Field Test Rank (p. 9)	Abs. Diff.
I. Stowe Mid.	3	3	100	2	3	1
Hempstead	5	2	40	9	11	2
Arlington	5	3	60	4.5	7.5	3
Laclede	5	5	100	2	2	0
GROUP I	18	13	72	N/A	N/A	$\bar{x}$=1.5
II. Ford Mid.	3	0	0	17	13	4
Mitchell Br.	5	2	40	9	12	3
Walbridge	5	1	20	13.5	9	4.5
Cook Br.	4	2	50	6.5	16	9.5
Clark Br.	2	0	0	17	7.5	9.5
Hempstead Br.	2	1	50	6.5	1	5.5
Emerson	5	1	20	13.5	10	3.5
Gundlach	5	0	0	17	5	12
Cook Mid.	3	1	33	11.5	4	7.5
King Mid.	3	0	0	17	14	3
Mitchell	5	3	60	4.5	18	13.5
Hamilton Br.	5	2	40	9	6	3
GROUP II	47	13	28*	N/A	N/A	$\bar{x}$=6.5
III. Herzog & Br.	5	0	0	17	19	2
Langston Mid.	3	1	33	11.5	16	4.5
Walnut Pk.	3	3	100	2	15	13
GROUP III	11	4	36	N/A	N/A	$\bar{x}$=6.5

*Additional 3 grades or 6% between 48 and 50 NCE.

or less. The areas of greatest discrepancy are Mitchell (13.5), Walnut Park (13), Gundlach (12), and Clark Branch and Cook Branch (9.5). The area of least absolute difference was Implementation Group I, the original SHAL schools where the average discrepancy is 1.5 (6÷4). In Group II the average discrepancy is 6.5 (78.5÷12). In Group III the average discrepancy is 6.5 (19.5÷3). Essentially, except for three schools, the field test results and the CAT results were quite complimentary.

Table 10 groups the SHAL schools by the percent of grades at or above 50 NCE. Data are derived from Table 9. The biggest "surprises" when comparing Table 2 (p. 10) with Table 10 are the reversals of Gundlach (from I to IV) and of Mitchell and Walnut Park (from IV to I).* Gundlach had high implementation field test scores, but the pupil performance on CAT scores was not correspondingly high. The opposite was true for Mitchell and Walnut Park. That is, they both received relatively low scores on the field test observations (Mitchell $\bar{x}$=2.93 and Walnut Park $\bar{x}$=3.15...scores which indicate that SHAL was underway and in the process of implementation) but both enjoyed at least 60 percent of their grades at or above the national norm.

TABLE 10

GROUPING OF SHAL SCHOOLS INTO LEVELS BY PERCENT OF GRADES AT OR ABOVE 50 NCE

I (100-60) Outstanding	II (40 to 59) Substantial	III (20-39) Underway	IV (Below 20) Planning
Stowe	Cook Br.	Langston	Ford
Laclede	Hempstead Br.	Cook	Clark Br.
Walnut Pk.	Hempstead	Walbridge	Gundlach
Arlington	Mitchell Br.	Emerson	King
Mitchell	Hamilton Br.		Herzog

*Several explanations seem plausible. The field test team could have visited Walnut Park and Mitchell on an "off" day, a weakness of one-shot visits. The team that visited these two schools could have rated implementation factors lower than other teams.

Implementation Survey Results

An "Implementation Survey" was given to school personnel to assess their estimation of their school's quantity and quality of six effective school factors (organization was added as a sixth category). This survey was designed and pilot-tested by the Midwest Race Desegregation Assistance Center (MWRDAC), Kansas State University, Manhattan, KS. The survey was based on the replication/implementation model and pilot-tested in January, 1984 in the Stowe School. Table 11 (next page) shows mean scores and ranks of each school and each implementation group on the six factors of the implementation survey. (See Appendix E.) If we divide these results into four groups (similar to Table 2, p. 10 and Table 10, p. 19) we obtain the results in Table 12. The groupings of schools in Tables 2, 10 and 12 show relatively consistent and similar results, especially if groupings I & II and III & IV are considered.

TABLE 12

GROUPING OF SHAL SCHOOLS BY AVERAGE RANK ON IMPLEMENTATION SURVEY

I. Outstanding (N=5)	II. Substantial Progress (N=5)	III. Well Underway (N=5)	IV. Planning (N=4)
Hamilton Br.	Emerson	Ford Mid.	Walnut Pk.
Hempstead Br.	Cook Br.	Mitchell Br.	Langston Mid.
Stowe	Laclede	Mitchell	King Mid.
Cook Mid.	Hempstead	Walbridge	Herzog & Br.
Arlington	Clark Br.	Gundlach	

That is to say, there is a tendency for the same schools to receive similar: 1) marks on the replication/implementation field test, 2) results on the implementation survey, 3) results on CAT scores, and 4) informed professional judgments of central office personnel (Appendix D).

Table 13 (p. 22) displays ranks by schools and implementation groups as derived from Table 1, p. 9; Table 9, p. 18 and Table 11. These are the ranks (of 19) for the field test, CAT data, and implementation survey results. A cursory review of results in this table shows that there is considerable similarity among all three indicators -- two indicators of degree of implementation (three, if you consider the information in Appendix D), and one

TABLE 11

SHAL SCHOOLS RANKED ON SIX FACTORS BASED ON MEAN SCORES OF FACULTY RESPONSES TO IMPLEMENTATION SURVEY

Group/School		Basic Skills		Climate		Assessment		Expectations		Leadership		Organization		Avg Rk	Rank
		Quan	Qual	Quan	Qual	Quan	Qual	Quan	Qual	Quan	Qual	Quan	Qual		
I. Stowe Mid.	$\bar{x}$	4.52	4.50	4.38	4.32	4.71	4.67	4.73	4.73	4.77	4.76	4.41	4.41	3.6	3
	Rk	2	2	5	5	4	2	3	2	2	2	7	7		
Hempstead	$\bar{x}$	4.19	4.28	4.06	3.81	4.38	4.33	4.46	4.31	4.73	4.69	4.34	4.29	9	9
	Rk	9	6	12	12	10	10	11	12	5	5	8	8		
Arlington	$\bar{x}$	4.20	4.32	4.45	4.51	4.44	4.41	4.52	4.54	4.67	4.69	4.49	4.49	5.8	5
	Rk	8	5	3	3	8	8	8	6	7	6	3	4		
Laclede	$\bar{x}$	4.31	4.24	4.28	4.21	4.33	4.32	4.59	4.50	4.68	4.61	4.28	4.20	8.2	8
	Rk	5	9	6	6	11	11	7	7	6	10	9	11		
GROUP I	$\bar{x}$ Rk	6	5.5	6.5	6.5	8.3	7.8	7.3	6.8	5	5.8	6.8	7.5	(6.7)	I
II. Ford Mid.	$\bar{x}$	3.96	3.99	4.00	3.91	4.43	4.34	4.48	4.35	4.64	4.63	4.27	4.21	10.3	11
	Rk	13	11	13	11	9	9	9	11	9	8	10	10		
Mitchell Br.	$\bar{x}$	3.78	3.82	4.21	4.12	3.95	3.85	4.48	4.42	4.61	4.63	4.10	4.05	11.8	12
	Rk	16	15	7	9	17	16	10	10	11	7	11	12		
Walbridge	$\bar{x}$	4.03	3.90	3.94	3.75	4.12	3.87	4.45	4.15	4.47	4.24	3.99	3.85	13.5	14
	Rk	12	13	14	14	13	15	13	14	12	14	13	15		
Cook Br.	$\bar{x}$	4.15	4.13	4.19	4.15	4.57	4.48	4.59	4.45	4.62	4.46	4.57	4.50	7.4	7
	Rk	11	10	8	8	5	5	6	9	10	12	2	3		
Clark Br.	$\bar{x}$	4.20	4.25	4.17	4.20	4.55	4.44	4.46	4.46	4.38	4.62	3.82	4.24	9.4	10
	Rk	7	8	11	7	6	7	12	8	14	9	15	9		
Hempstead Br.	$\bar{x}$	4.51	4.49	4.61	4.65	4.72	4.67	4.73	4.69	4.75	4.74	4.41	4.57	2.7	2
	Rk	3	3	1	1	2	3	2	3	3	3	6	2		
Emerson	$\bar{x}$	4.24	4.28	4.39	4.33	4.46	4.46	4.62	4.55	4.66	4.56	4.43	4.42	6	6
	Rk	6	7	4	4	7	6	4	5	8	11	4	6		
Gundlach	$\bar{x}$	3.90	3.89	3.64	3.39	4.18	4.17	4.18	4.14	4.34	4.34	3.82	3.87	14.1	15
	Rk	14	14	16	15	12	12	15	15	15	13	14	14		
Cook Mid.	$\bar{x}$	4.40	4.46	4.19	4.21	4.71	4.63	4.60	4.58	4.74	4.72	4.43	4.47	4.8	4
	Rk	4	4	9	6	3	4	5	4	4	4	5	5		
King Mid.	$\bar{x}$	3.73	3.53	3.07	2.90	3.95	3.81	3.75	3.65	3.81	3.73	3.30	3.17	18	18
	Rk	17	19	19	18	16	17	18	18	18	18	19	19		
Mitchell	$\bar{x}$	4.17	3.99	4.18	4.05	4.06	3.98	4.37	4.25	4.43	4.27	4.05	3.91	12.6	13
	Rk	10	12	10	10	15	14	14	13	13	15	12	13		13
Hamilton Br.	$\bar{x}$	4.83	4.85	4.53	4.60	4.77	4.79	4.88	4.83	4.94	4.90	4.78	4.77	1.2	1
	Rk	1	1	2	2	1	1	1	1	1	1	1	1		
GROUP II	$\bar{x}$ Rk	9.5	9.8	9.5	8.6	8.8	9.1	9.1	9.3	9.8	9.6	9.3	9.1	(9.3)	II
III. Herzog & Br.	$\bar{x}$	3.70	3.59	3.40	3.07	3.52	3.40	3.56	3.39	3.26	3.17	3.31	3.21	18.4	19
	Rk	19	18	17	17	19	19	19	19	19	19	18	18		
Langston Mid.	$\bar{x}$	3.72	3.59	3.21	3.17	3.78	3.69	3.94	3.72	4.07	3.99	3.54	3.43	17.1	17
	Rk	18	17	18	16	18	18	17	17	16	16	17	17		
Walnut Pk.	$\bar{x}$	3.86	3.81	3.86	3.75	4.11	4.04	4.14	3.97	4.02	3.89	3.65	3.63	15.3	16
	Rk	15	16	15	13	14	13	16	16	17	17	16	16		
GROUP III	$\bar{x}$ Rk	17.3	17	16.7	15.3	17	16,7	17.3	17.3	17.3	17.3	17	17	(16.9)	III

$\bar{x}$ = mean (2 decimal places); Rk = Rank (of 19); Quan = Quantity; Qual = Quality.
Tie ranks used third decimal place for decision point.

Note that the average rank of each implementation group increases, as would be expected. Also the average rank for each of the six factors increases as the length of time in SHAL decreases--again a result that is expected.

TABLE 13

COMPARISON OF RANKINGS OF SHAL SCHOOLS ON THREE MEASURES

Group/School	Implementation Factors (Table 1) Rank	CAT (1984) Results (Table 9) Rank	Implementation Survey (Table 11) Rank
I. Stowe Mid.	3	2	3
Hempstead	11	9	9
Arlington	7.5	4.5	5
Laclede	2	2	8
GROUP I	5.9	4.4	6.3
II. Ford Mid.	13	17	11
Mitchell Br.	12	9	12
Wallbridge	9	13.5	14
Cook Br.	16.5	6.5	7
Clark Br.	7.5	17	10
Hempstead Br.	1	6.5	2
Emerson	10	13.5	6
Gundlach	5	17	15
Cook Mid.	4	11.5	4
King Mid.	14	17	18
Mitchell	18	4.5	13
Hamilton Br.	6	9	1
GROUP II	8.8	11.8	9.4
III. Herzog & Br.	19	17	19
Langston Mid.	16.5	11.5	17
Walnut Pk.	15	2	16
GROUP III	16.7	10.2	17

indicator of pupil progress (CAT scores). There are consistent relationships among implementation groups relative to group ranks, with the Group I (3 years) consistently ahead of Group II (2 years), which is consistently ahead of Group III (1 year) except for the group rank on the CAT results where there is a slight advantage to Group III (due to the excellent showing of one school, Walnut Park).

The Spring CAT results from the year before schools entered SHAL were used as a comparison point for the spring, 1984 CAT results (Tables 7 and 8, pages 16 and 17). For all three implementation groups there have been gains, with Group I (in SHAL for three years) showing the greatest gain, moving from 11% of the grades at or above the national norm to 72%. The significance of this amount of gain is better understood by an analysis of the percent of each group in the lowest quartile at the beginning of SHAL. In more than half of the grades (44 of 76, or 58%) the pre-SHAL testings showed that more than 25% of the pupils were in the bottom quartile. By the spring, 1984 testing only 27 of 76 (35%) of the grades had more than 25 percent of the pupils in the lowest quartile. Some of the changes over time are shown in Figure 4 on the next page, and in slightly different form (but the same data) in Figure 5 (p. 25).

Statistical computations (Appendix F) show that the relationships between rankings (Table 13, p. 22) of implementation factors (field text) and implementation are significant (i.e., similar) at $p \leq .01$. Relationships between rankings of implementation survey and CAT results are significant at $p \leq .05$. The outstanding positive test performance of two schools (Walnut Park and Mitchell) relative to implementation, and the unexpected low CAT results of one school (Gundlach) relative to implementation account for enough difference in ranks (sum of d^2 of 495.25) to keep the relationships between implementation and CAT results from being significant.

The groupings of schools by factors (Tables 2, 10, 12) are highly consistent (at or beyond $p \leq .01$).

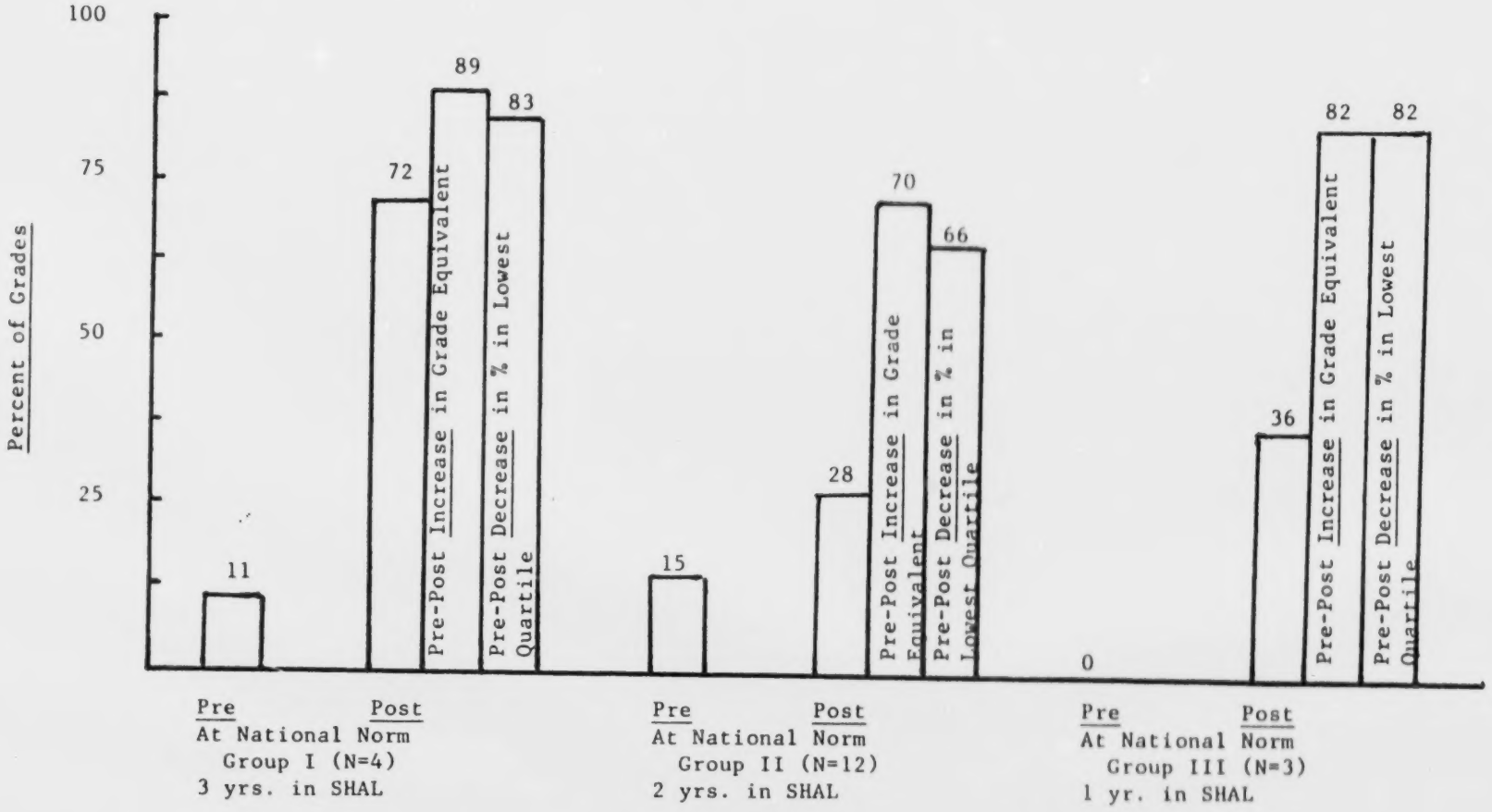


Figure 4. Comparison of CAT Results by Implementation Group

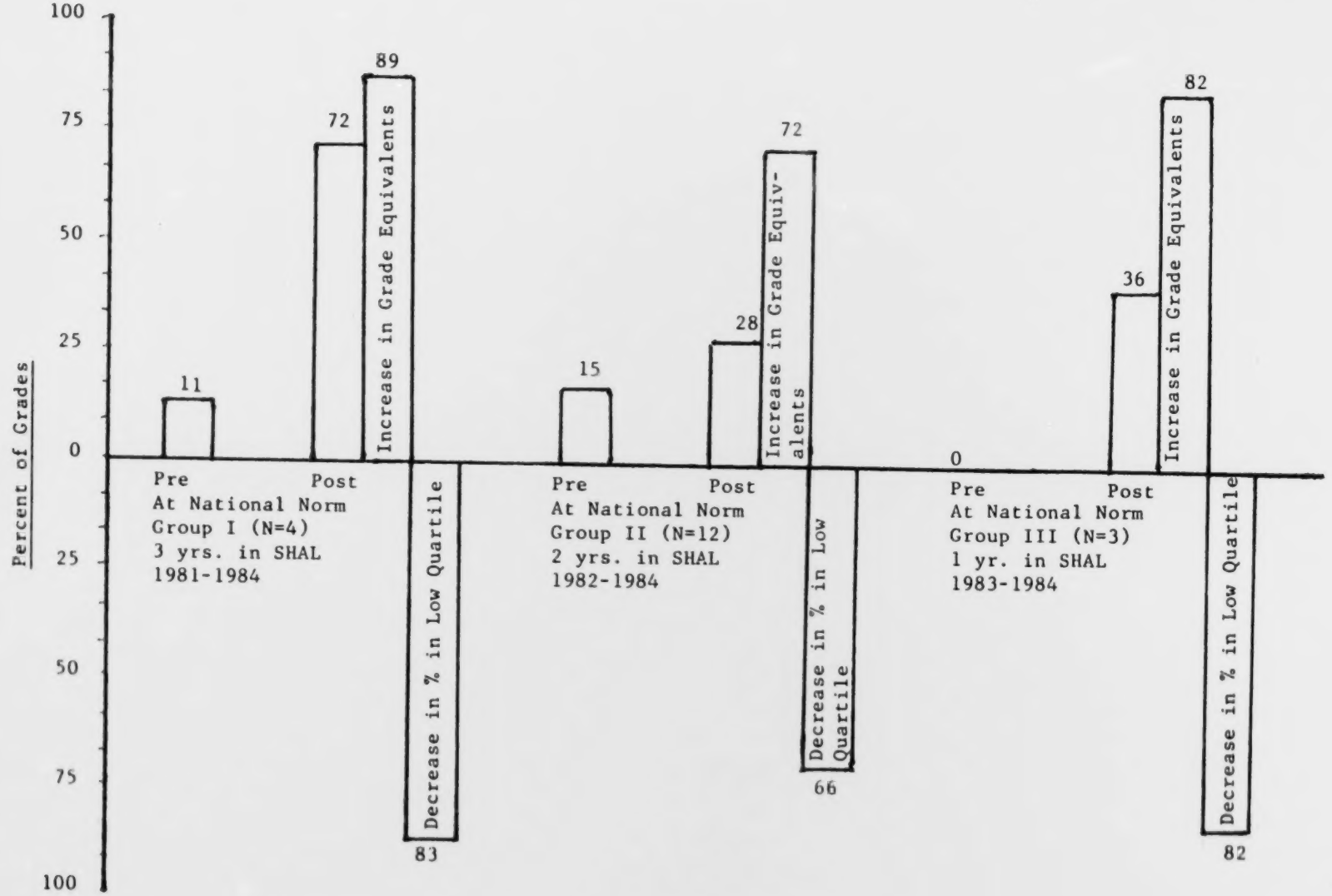


Figure 4. Comparison of CAT Results By Implementation Groups (%)

THE NARRATIVE SUMMARIES

Each team developed a brief descriptive, narrative summary of each school after the team visit. The format for these summaries generally included a brief statement on introduction, each of the five effective schools elements, and a summary. The narrative summary "fleshed out" the school visit. There were several additional reasons for developing the summaries:

To combat possible "reductionism" and the tendency to rely only on numbers as representations of "reality"

To comment on factors not included in the implementation model that may accelerate or impede implementation of effective schools elements

To provide some background that may be useful in helping explain outcomes of the implementation field test.

The narrative summaries are included as Appendix B. These summaries discuss factors that were not included on the implementation guide, such as age and unique characteristics of facilities, turn over of staff, mobility of pupils, unusual events (e.g., last day of a key principal at a school), etc. Thus, the narrative summaries were used to amplify, explain and expand data obtained on the implementation guide. Examples of some information included on narrative summaries are listed here.

1. Arlington. Extremely high pupil mobility rate; last day of the principal who started SHAL there.
2. Herzog and Branch. Program impediment is the need for pupils to cross a major thoroughfare which seems to disrupt program continuity. Note. All schools that had a second location (building or portables) had some program discontinuity occasioned by the separation. Herzog and Branch, however, seemed to be influenced most due to the major thoroughfare .
3. Ford Middle lost five "master" teachers last year when they were promoted to instructional coordinator positions. This is an unusually high loss of the best teaching talent.
4. Clark Branch II was experiencing the last day of the principal who was transferring to another SHAL school that day.
5. Several schools had new personnel in key supporting roles -- instructional coordinator, physical education, art, music, counselor. Many staff were new as of the first of the year.

The narrative summaries, then, tend to personalize the schools and their strengths and weaknesses. Data from the narrative summaries are used to help interpret and understand information obtained during the field team visit. The narrative summaries often also include factual data not otherwise collected: years as a SHAL school, grades in the school, size of the school, and a synthesis of the "tone" or character of the school. The reader is encouraged to review these summaries in Appendix B.

CITY AND AREA I CAT READING SUMMARIES
(1982, 1983, 1984)

Table 14 shows City and Area I CAT Reading scores for 1982, 1983 and 1984 using Grade Equivalent (GE), National Curve Equivalent (NCE) and the percent of youngsters in the lowest quartile. When information on Table 14 is compared with information in Tables 7 and 8, pages 16 and 17, there seems to be some trend toward positive impact in the Project SHAL section of Area I. (No statistical tests have been computed to support this assertion.)

The City has 5 grades and Area I has one grade at or above the national norm on the CAT Reading during the three-year period. There is a consistently high percent of pupils in the lowest quartile, and the range of pupils in the lowest quartile is City (31.7 to 15.0) and Area I (32.0 to 15.1). On the 24 comparisons, Area I has more pupils in the lowest quartile than the City in 21.

SHAL schools, generally within implementation groups, are making what appears to be continuous progress toward achieving national norms and toward reducing the percent of pupils in the lowest quartile.

TABLE 14

CITY AND AREA I CAT RESULTS (BATTERY) BY GRADE FOR 3 YEARS (GRADE EQUIVALENT, NATIONAL CURVE EQUIVALENT AND PERCENT IN LOWEST QUARTILE)

		City			Area I		
		GE	NCE	% Low	GE	NCE	% Low
Grade 1	82	1.6	44.6	27.7	1.6	44.6	27.8
	83	1.6	44.7	26.3	1.6	44.1	27.3
	84	1.7	47.7		1.7	47.7	23.6
Grade 2	82	2.4	42.7	31.6	2.4	41.5	32.9
	83	2.5	44.2	26.5	2.4	42.3	29.3
	84	2.5	45.9		2.5	44.7	30.9
Grade 3	82	3.5	44.5	28.2	3.5	44.5	28.5
	83	3.5	43.9	31.7	3.5	43.7	32.0
	84	3.6	45.6		3.5	45.1	28.2
Grade 4	82	4.5	46.3	25.2	4.5	46.1	24.7*
	83	4.5	47.1	21.4	4.5	46.8	21.7
	84	4.6	47.9		4.5	46.2	22.7
Grade 5	82	5.6	49.3	18.3	5.5	48.1	18.0*
	83	5.7	<u>50.0</u>	16.6	5.7	49.8	16.9
	84	5.8	<u>51.0</u>		5.8	<u>50.5</u>	15.1
Grade 6	82	6.5	47.7	18.3	6.3	46.5	18.5
	83	6.7	49.9	15.0	6.4	47.3	17.2
	84	6.6	49.0		6.3	46.5	17.2
Grade 7	82	7.4	47.6	20.8	7.1	45.6	22.5
	83	7.6	49.5	16.2	7.3	47.1	18.5
	84	7.8	<u>50.7</u>		7.4	47.3	18.7
Grade 8	82	8.5	48.4	16.2	8.2	46.9	15.6*
	83	8.8	<u>50.4</u>	15.1	8.4	48.2	18.5
	84	8.8	<u>50.6</u>				15.7

NCEs at or above 50 are <u>underlined</u>.

Area I is lower (NCE) than or equal to City on all comparisons except one (Grade 3, 1984)

City has 5 grades and Area I has one grade at or above national norms.

Area I has a smaller percent of pupils in lowest quartile (than City) in three places (*).

DISCUSSION

The Field Test of the Replication Model was not an evaluation in the usual sense. It was, however, not easy to keep evaluative and judgemental statements from the report and summaries. If there was any evaluation or competition, it was the individual school competing with itself to achieve progress in implementing the five key effective schools factors that are the heart of SHAL and that school competing with its own prior test results to show improved pupil mastery of basic skills.

The replication model field test seemed to reinforce several notions about educational change that derive from "common sense." Some of these "self-evident axioms" are listed here.

- Complex educational change takes time.
- Different school units adopt/adapt change at different rates or with different emphases.
- The size of the school unit seems to be a factor in rapidity of the change or in the degree of implementation (e.g., Hempstead Branch vs. Hempstead).
- Amount of effort in planning, preparation, special training for personnel, etc. seems to have a positive effect on the level of implementation.
- A key element in implementation is the support of central (Area) administration. As the number of schools in the implementation increases, the direct support to each school by central administration decreases. This decrease seems to influence implementation negatively.
- The initial effort probably benefits from the halo effect more than later efforts; there probably is some impact or influence of the Hawthorne effect in all sites.
- Rather than an exact adoption of the original innovation, there is a process of mutual adaptation where the school and the innovation undergo some adjustments.

The Replication/Implementation model (Appendix C) seems to provide a reasonable description of the change process involved in the implementation of the five factors of "Effective Schools" in Project SHAL. The indicators

at various levels of the model are probably emphasized at those levels, but many of the indicators at the top of the model (Institutionalization and Renewal) are initiated at earlier stages of the process.

That the model provides a reasonable guide of the implementation process is shown by the generally linear and positive progression of events as shown by more thorough implementation of factors (by Implementation Groups I, II, III) over time. This is reinforced by the general linear and positive results (by Implementation Groups I, II, III) on the Implementation Survey and on the CAT results (1984).

It also appears (see Tables 3 and 4, page 11) that the principal's energy and vision are extremely important to the success of this effort, especially at the outset. As the project gets going, emphasis shifts from the principal to the teachers and staff as shown by the correlation coefficients for Basic Skills and for Expectations.

Thus, in answer to key field-test questions:

- The Replication/Implementation model provides an accurate and useful implementation guide.
- The longer that youngsters are in SHAL and the more thoroughly SHAL is implemented, the better the youngsters do on CAT.
- Implementation of a project of the magnitude and complexity of SHAL takes time. Three years is probably a minimum before the positive results begin to be noticed.
- Generally schools that have a) implemented SHAL elements best, b) been in SHAL longer, and c) become "believers" in SHAL (Note narrative summaries, Appendix B) also have shown the most gain in pupil test scores (The CAT results).
- Implementation is not exactly "even" among schools, even those in SHAL for the same number of years. Implementation is a complex factor.
- School size seems to influence results. Note the "unexpected" results of small (Hempstead Br., Clark Br., Cook Br.) and large (Gundlach) schools on some results.

Strengths and Weaknesses

This study had several weaknesses and strengths that deserve mention. It was primarily a one-shot field visit and case study. The implementation survey, CAT and BEST results, and the "informal" validations (Appendix D) were available to support the results of the field-visit observation teams. Additionally the study built on a theoretic model of change that was the framework of the replication model.

The site-visit teams were balanced to include people with diverse skills. Team representation took into account race, sex, experience in and out of education and other factors. This balance was helpful in providing depth and differing viewpoints. The one-shot design ran the risk of observing on an atypical day, but time and funding limited the options. This one-shot approach was validated somewhat by other data sources (i.e., survey, test results, and informal assessment, Appendix D).

The case study approach often used in effective schools studies has come into question in some circles. This study is another case study. One advantage is the in-depth view that a case study can provide. There is no attempt to generalize from this study, although persons may find useful material in this study that can be applied elsewhere.

SHAL is an attempt to "transplant" effective schools elements into schools to try to make those schools more effective. SHAL has created considerable interest and energy. Observation and interviews with pupils, teachers, administrators, staff, and some parents indicate that there is a high level of acceptance of, enthusiasm about, and confidence in the SHAL endeavor. Teachers and pupils seem very busy and happy. SHAL and the SHAL implementation processes seem to be working quite well in the present setting.

As positive as some of these aspects are, however, this field study suffers from lack of "experimental" design procedures generally sought in research. Readers must refrain from a desire to attribute cause-effect relationships to any results. At best one can say that there seem to be some important relationships involved.

SUMMARY

In reviewing this material, one must remember that we are looking at schools in various stages of implementing a complex project with many facets. Complete adoption of any one of the five effective schools factors would be a difficult task for a school in a short period of time; adoption of the five factors on the Implementation/Replication Model is a monumental challenge. And some schools have added additional factors, such as community or parent involvement, staff development, etc.

In this project there are all kinds of schools: large and small, new and old, elementary and middle. Some schools have had three years of actual implementation, some two, and a few have had only one year. Not every school has moved toward the adoption of the factors in the same way. In some situations there has been a process of "mutual adaptation" where the school has changed, but also there have been some changes in the original plan of the factors and/or the implementation process; some schools have focused more on one or two of the factors than on others. The variety and differences are refreshing.

There was no similar field test of implementation at other times. Thus, we have no formal way to compare the progress of schools that have been in the project for only one year with the first-year progress of schools that have been in the project for two or three years. In this sense, the current field test may be providing a kind of baseline for one-year, two-year and three-year levels of adoption.

The fact that any of these schools would attempt major changes of the sort required indicates that the schools -- their pupils, parents, faculties, staffs and administrators -- are risk takers; they are not the ordinary, status-quo oriented inner-city schools. Thus, when we make any generalizations, we are commenting about a total group of good schools. For analysis and discussion, we are making comparisons on amount of implementation (levels of goodness relative to implementation) that starts with base "good" and moves up. Thus, we have classified these good schools into those that, concerning implementation of effective schools elements, have made 1) outstanding progress or 2) substantial progress, or that 3) are well underway in implementation or 4) that are in planning and early implementation stages.

To some degree, implementation is a function of amount of time in the project. Note, for example, that in the first two categories there are all of

the three-year and some of the two-year schools. In the last category there are predominately the one-year schools. Although we expect all of the schools to be successful, we do not expect those just starting to be as successful as those with more experience at this point in time. This result is most evident from data at the bottom of Table 1, p. 9. The mean ($\bar{x}$) scores by year in the project (Implementation Group) are consistently highest for Group I (three years in the project) and lowest for Group III (first year in the project) on all factors. There are differences in implementation by years in SHAL.

Several schools that were put into the "substantial progress" category just missed the "outstanding" category. This is evident from observation of Table 1, p. 9. Analysis of CAT results relative to levels of implementation suggests that 1) the greater the level of implementation the better the CAT (and BEST) results, 2) the longer in SHAL, the better the CAT results. Results of the implementation survey tend to agree with the field test observations; personnel in the schools have a good idea where they are in the implementation process. The field test observations and the implementation survey results tend to agree with the informal assessments of the central office personnel who have worked in SHAL schools.

The narrative summaries (Appendix B) are an integral part of the implementation field test. A review of these will identify areas of strength and weakness as perceived by the visiting teams.

The SHAL Replication/Implementation provides a useful and fairly accurate description of the implementation effort. Although each "level" in the model was not necessarily designed to represent one year of effort, in actuality each level did fairly well describe a year of effort except that there is not a clear division between "planning and design" and "implementation."

REFERENCES/BIBLIOGRAPHY

Achilles, C. M. and L. DuVall, Interim Evaluation Report: Project SHAL, Area I, St. Louis Public Schools. Dr. Rufus Young, Area Superintendent. Report to the Danforth Foundation. November, 1982 and revised, 1/83.

Achilles, C. M., R. Young, J. Leonard, A. Codianni, R. High. "The Change Process in Real Life: Tracking Implementation of Effective Schooling Elements in Project SHAL," St. Louis. Paper at AERA, 4/83, Montreal.

Achilles, C. M., R. Young, J. Leonard, R. High. "Development and Use of a Replication and Evaluation Model to Track the Implementation Progress of Effective Schools Elements in an Inner City." Paper at MSERA. 11/82. New Orleans. ED 227546, EA 015440.

Achilles, C. M. and L. DuVall. "Some Preliminary Evaluation Notes of An Effective Schools Effort; Project SHAL," Paper at MSERA, 11/83. Nashville, TN.

Ferguson, George A. Statistical Analysis in Psychology and Education. New York: McGraw-Hill. 1966 Second Edition. (Espeically Chapter 14).

FORM #2

SHAL IMPLEMENTATION ASSESSMENT GUIDE

INSTRUCTIONS: Record the results of your observations and staff interviews on this form. Mark (4) if the item is clearly evident; (3) if the item is in process of being implemented; (2) if in the planning or start-up stage; (1) if not evident. Record additional appropriate items that reflect SHAL implementation in the blank spaces provided.

ADMINISTRATIVE LEADERSHIP	RESPONSES				SOURCES
A1. There is a definite structure for inter/intra-grade coordination (committees, etc.).	1	2	3	4	B
A2. School philosophy (motto, slogans) is visible.	1	2	3	4	D
A3. Statements of goals and objectives are available and used by all staff.	1	2	3	4	B
A4. Faculty are directed to adhere to school policies, goals, objectives, philosophy. Uniform adherence to teaching strategies and processes (Principal expects this and encourages it).	1	2	3	4	A,B
A5. Faculty adherence to goals, etc. (#4 above) is part of teacher evaluation process.	1	2	3	4	A,B
A6. Records of several current classroom observations, teacher/administrator conferences are available.	1	2	3	4	E
A7. School budget/expenditure decisions encourage adherence to and accomplishment of goals/objectives (plaques, slogans, awards, field trips, etc.).	1	2	3	4	A,E
A8. Administration models desired behaviors for teachers (teaching classes, setting norms, serving as resource).	1	2	3	4	B
A9. Administrator is highly visible in/around school (halls, classes, lunchroom, etc.) and is involved in school activity.	1	2	3	4	D
A10. Administrator chairs or attends important instructional meetings; uses faculty meetings for instructional improvement.	1	2	3	4	B
A11. Administrator shows that s/he is a "believer" in the school and its mission (philosophy, goals). Monitors instructional process.	1	2	3	4	A,B
A12. Administrator schedules (time/space) to make good use of physical/human/fiscal resources (e.g., plans instructional events into schedule).	1	2	3	4	A,E
A13. Administrator knows school, staff, community, parents, pupils, etc. (speaks to people by name; treats people with respect).	1	2	3	4	A,D

BEST COPY AVAILABLE

		RESPONSES				SOURCES
A14.	Administrator emphasizes achievement; focuses on school program and is not driven by problem orientation. (Focus on instruction.)	1	2	3	4	B
A15.	Curriculum guide/handbook, etc. available, but constantly being refined and improved.	1	2	3	4	E
A16.	Administrator has standards of performance for self and others.	1	2	3	4	E
A17.	Administrator engages in program planning, implementation, evaluation, refinement.	1	2	3	4	A,B,E
A18.	Administrator develops schedule to support instructional goals, teacher planning, etc.	1	2	3	4	B
	OTHER (Please specify)					
A19.	Administrator consistently and continuely articulates the mission of the school.	1	2	3	4	AB
A20.						
	BASIC SKILLS EMPHASIS					
B1.	Teachers/staff agree on skills to be taught (skill lists, etc.).	1	2	3	4	B
B2.	Basic skills subjects have a minimum of interruptions (by announcements, field trips, etc.).	1	2	3	4	B
B3.	Faculty meetings, committees, etc. focus on basic skill achievement.	1	2	3	4	B,E
B4.	Administrator spends much (over half) time on efforts relating to basic skill emphasis and achievement in school.	1	2	3	4	A,B
B5.	Efforts to reduce teacher time on "clerical" tasks through aides, volunteers, creative scheduling and resources use have been made.	1	2	3	4	A,B
B6.	There is a structure, schedule and model for the teaching (delivery) of basic skills.	1	2	3	4	E
B7.	Alternative (remedial and accelerated) programs are in use (not just "pull-out" programs.	1	2	3	4	A,B
B8.	Written instructional objectives (processes) guide school programs.	1	2	3	4	E

		RESPONSES				SOURCES
B9.	Emphasis on some structured basic skills approach (Mastery learning, Missouri Math Effectiveness, etc.).	1	2	3	4	E
B10.	Common lists of skills agreed upon and used at/between grade levels.	1	2	3	4	B,E
B11	Student achievement scores rising; students achieving "at or beyond" expectations.	1	2	3	4	B,E
	OTHER					
B13.						
B14.						
	SCHOOL CLIMATE					
C1.	Staff (teachers, administrators) work together to solve school problems and attain school goals.	1	2	3	4	A,B,E
C2.	Pride (sense of community) is evident (sense of "spirit").	1	2	3	4	B,D
C3.	Code of Conduct (consistent, firm, fair) developed, updated, used. This may be written in handbook, posted in hall, etc.	1	2	3	4	D,E
C4.	Motivational devices are evident (buttons, murals, photos, student work on display, slogans) for achievement and behavior (e.g., award days, shared responsibilities, etc).	1	2	3	4	D
C5.	School is neat, clean; vandalism is at a minimum; school appearance seems to be everybody's business. Pride in the facilities is evident.	1	2	3	4	B,D
C6.	Parents, volunteers, committees, etc. are available to support school goals and objectives.	1	2	3	4	B,D
C7.	Students know rules and follow them; teachers feel responsible for good discipline and behaviors of students.	1	2	3	4	B,C
C8.	Teacher/staff absenteeism is low (or has been reduced).	1	2	3	4	E
C9.	Pupil absenteeism/tardiness is low (or has been reduced).	1	2	3	4	E
C10.	Students seem involved in school planning, operation, activity.	1	2	3	4	C
C11.	Teachers/staff seem voluntarily involved in school. (Attend meetings, etc.).	1	2	3	4	B

BEST COPY AVAILABLE

		RESPONSES				SOURCES
C12.	School atmosphere is characterized by being orderly but not rigid; quiet but not oppresive.	1	2	3	4	D
C13.	Students seem "happy" and busily engaged in school.	1	2	3	4	C,D
C14.	Appropriate multicultural activities are evident.	1	2	3	4	B
	OTHER					
C15.						
C16.						
	STUDENT ASSESSMENT					
D1.	Student achievement is monitored regularly.	1	2	3	4	B
D2.	Teacher-made tests are used regularly to identify student progress at achieving instructional objectives.	1	2	3	4	B,E
D3.	Administrator regularly "spot checks" student achievement (reviews report cards, etc.)	1	2	3	4	A
D4.	Administration continuously evaluates teachers on their instructional performance (planning, etc.) rather than on obscure objectives or "traits."	1	2	3	4	A,B
D5.	Teacher lesson plans are in objective form for daily, weekly, quarterly (or unit) lessons. Plans allow for monitoring. Administrator reviews the plans.	1	2	3	4	A,E
D6.	Standardized testing program and teacher made tests are used to monitor school achievement of goals/objectives.	1	2	3	4	B,E
D7.	There are stated levels of performances/achievement for homework, etc.	1	2	3	4	E
D8.	Lists of "minimum competencies," instructional objectives, etc. are used as basis for monitoring progress consistently.	1	2	3	4	E
D9.	Staff development (workshops, courses, faculty meetings) on testing, measurement, test usage, etc., is continuous and comprehensive.	1	2	3	4	A,B,E
D10.	Staff agreement on standards for homework, passing work, etc. (Homework policy; grading standards, etc.) is evident.	1	2	3	4	B,E

BEST COPY AVAILABLE

		RESPONSES				SOURCES
OTHER						
D11.						
D12.						
EXPECTATIONS						
E1.	Building goals/objectives are established using national/regional norms (and school is expected to attain them).	1	2	3	4	B,E
E2.	Number (or percent) of pupils on honor rolls (etc.) increases.	1	2	3	4	E
E3.	Inservice programs focus on expectations, interactions, tests, etc.	1	2	3	4	F
E4.	Students are challenged academically regardless of their ability levels.	1	2	3	4	B,C
E5.	A system of rewards/honors/programs exists for student achievement.	1	2	3	4	B,C
E6.	Administration expects teachers/pupils/parents to support the school (as shown by positive interactions, letters, slogans, etc.).	1	2	3	4	B
E7.	Teachers expect each pupil to perform at least at that pupil's instructional level (as shown by positive interactions, achievement gains, homework, etc.).	1	2	3	4	B,C
E8.	There is emphasis on self discipline (be on time, get work done on time).	1	2	3	4	B,C
E9.	Principal expects teachers both to perform well as teachers and to encourage pupils to perform well (as shown by positive interactions, etc.).	1	2	3	4	A,B
E10.	Staff expects pupils to be responsible for their own behavior; emphasis is on self discipline and orderly conduct.	1	2	3	4	B
OTHER						
E11.						
E12.						

SOURCES:

A = Principal Interview
B = Teacher Interviews
C = Student Interviews
D = Observation
E = Review of Files and Records

BEST COPY AVAILABLE

1. A VISIT TO STOWE MIDDLE SCHOOL

Introduction

Stowe Middle School is populated by outgoing and friendly students and staff. Visitors are immediately impressed with the clean, decorative interior of the facility. Orderliness in the movement of students is very apparent. Stowe seems to be an outstanding example of triumph over adversity. The Rams are approaching the stars.

Administrative Leadership

Leadership is perhaps the greatest strength of the school. The principal is an instructional leader in every sense of the phrase -- a strong visionary committed to academic excellence. This principal is very organized, confident, and achievement oriented. His content expertise was apparent. Other applicable adjectives would include: man of ideas, creative, basics oriented.

Basic Skills

Coherence in basic skills instruction characterized the emphasis of Stowe Middle School. Continually rising C.A.T. scores result from a total faculty's considerable effort to insure a quality education for the students. Lessons are planned, implemented and evaluated in a consistent manner. Math, writing, language arts, reading and speaking are clearly stressed through the utilization of the Direct Instruction Model. T.E.S.A. has added clarity and purpose to pupil/teacher interactions. Students report more frequent homework, increased learning and greater pride as characteristics of their school. The schedule is designed to set the tone for learning. Interruptions are at a minimum, and classrooms' display a committment to "All students will learn."

School Climate

Kids report that they are trying to do better. The staff uniformly expects students to do well, academically and behaviorially. The climate is orderly, slightly rigid, yet pleasant. Students believe that they can be successful because they are expected to do so. A consistent, fair discipline code, known to all, is in place. Teachers point to a shared committment to better discipline as the key to fewer absences for students and staff. Teachers really "sit on the kids" in this school, yet this is not oppressive or demeaning. Teachers volunteering for extra inservice is at a maximum. Total teaching staff activities are common.

Student Assessment

The bulletin board near the main entrance tracks the improvement of C.A.T. scores over the past four years. The trend to higher scores is continuing and quite impressive. A tremendous staff effort in assessment reinforces the focus of the school. Teacher agreement on achievement standards is unanimous. More emphasis on criterion-referenced test utilization could make a strong characteristic of this school even stronger.

Expectations

"We don't expect young ladies to talk like that" was heard during a teacher/student dyad. Pupils are expected to reach and surpass national achievement norms. Pupils are expected to exercise self control, to arrive

Expectations Cont'd

on time at class without the aid of bells and to treat others with respect. Teachers are expected to reach their objectives, help pupils deal with personal problems and set examples for students through punctuality and orderliness.

Epilogue

The sky, nay even the stars may be the limit of the potential of this outstanding body of educators. Stowe seems to be a school of purpose. Test results plus a general emphasis on the development of outstanding young citizens point to impressive effort and gains at Stowe.

2. A VISIT TO HEMPSTEAD SCHOOL

Introduction

One of the original SHAL schools, Hempstead, was visited by the field-test team on 5/1/84. The school houses grades K-5 and is one of the larger SHAL schools. Administration consists of a principal and instructional coordinator who came on board in December, 1983.

The school was reported to have held the record as one of the cleanest in the city and was noted by the team as being attractive, bright and orderly. The physical appearance of this school suggested a commitment to making it a positive learning environment.

Administrative Leadership

The administrative team consists of the principal and an instructional coordinator who began in December, 1983. These two individuals work well together in a complementary fashion to form a strong administrative team. Although relatively new in this school, the instructional coordinator has carved out an important position in dealing with teachers and students to facilitate a more effective school environment. The principal is noted to be a good school manager who is described positively by many teachers.

Basic Skills

Teaching basic skills is viewed as important by both the teachers and administration in this school. Teachers have been provided with manuals which describe the various skill areas. Emphasis is placed on teaching these skills in the mornings and on relating them to achievement in standardized tests.

Climate

This building is very attractive and is kept neat and clean. Children are encouraged to participate in this process. The children also appear happy and are willing to talk to outsiders. The school motto: "Our greatest contribution is to be sure there is a teacher in every classroom who cares that every student everyday, learns and grows and feels like a real human being," is evident in Hempstead.

Assessment

Students are periodically assessed by both teacher-made and standardized test instruments. Each teacher has a list of skills to be taught at each grade level with a suggested time line. The principal is in the process of examining current California Achievement Test scores and comparing them to previous scores to monitor for improvement.

Expectations

Students are expected by teachers to act in a disciplined, orderly fashion. They are also expected to work up to their fullest potential and to attend school. The administrators also have high expectations and are concerned about promoting a positive mental attitude with students.

Summary

In essence, this is one of the original SHAL schools that is doing a good job at promoting SHAL's philosophy of Every Child Will Learn. The large, old building with its many stairs could have been a detriment to the goals of SHAL, but the staff seems to have made the very best of this potential problem.

3. A VISIT TO ARLINGTON SCHOOL

Introduction

On 4/30, the field-test team visited Arlington School. This was the last day of the principal (retirement) who started the SHAL effort in the Arlington School. It was color day--almost every staff member was wearing the purple & white Arlington jacket (and/or purple & white clothes). The same was true for the pupils. Thus, it was not a "typical" day (however, one team member had visited the Arlington School previously and did not note any radical differences in the two visits).

This school, one of the original four SHAL schools, has a "mobility rate" of over 50%/year: During a year, half of the pupil population changes. This may be related to the poor housing, cheap rental property and general character of the neighborhood. The school is in an old facility, but one in good repair and maintenance.

Administrative Leadership

The principal is clearly in charge. He is well liked and respected. He seems to lead by example and "gentle persuasion." He believes that teachers "do things because I expect it or want them to do it." The principal has made some important changes, such as moving the lunchroom from the cellar, establishing numerous committees of staff, and developing comprehensive annual plans. The principal has strong professional skills in reading and he focuses on reading and basic skills. It is evident that he believes in what SHAL is about, and the school has taken on a bit of the principal's genteel character with a focus on instructional improvement.

Climate

The building is very neat and clean. There are numerous strategies employed for keeping the building clean -- emphasis on lunchroom behavior, orderliness in movement and lines, etc. The halls are full of posters, pupil work, pictures of students, etc. The school grounds are clean and well kept. There are several volunteers who are constantly present. Pupils are happy and cheerful. Adults treat each other and the pupils with respect.

Basic Skills

The purpose of the school is instruction. Basic skill subjects are taught early in the day with very few interruptions. Reading is important, and the "enrichment" program is a writing lab (and halls are full of pupil written work on walls in conspicuous places). The school rewards instructional achievement through awards assemblies, academic contests, spelling bees, students as monitors, etc. Time is set aside for reading. The teachers have detailed lesson plans, and both lesson plans and evaluation forms are built around aspects of M. Hunter's instructional model (guided practice, individual practice, etc.). Pupils are expected to do homework and to participate actively in classes.

Expectations

Pupils are encouraged to do well. Adults treat pupils with respect and compliment good performance in many areas: attendance, achievement, behavior, effort, gym performance, keeping the lunchroom clean, etc. Adults "model" for the students and expect the students to improve. There are numerous strategies for rewarding pupils and positive, rather than negative, efforts seem to predominate.

Assessment of Progress

Review of lesson plans shows that there is a clear practice of monitoring pupil progress. Pupils new to the building are tested for reading ability and placed appropriately. Unit and standardized tests are part of the assessment program.

Summary

An interesting school that has worked hard to focus on the major strategies of Edmond's "effective schools," this school is making much of its resources. Pupils and staff work in a climate of mutual respect. The school expects good results, and they show.

4. A VISIT TO LACLEDE SCHOOL

Introduction

A striking contrast exists between the stark, deprived atmosphere of the Laclede School neighborhood and the light and warmth generated by the school itself. Flowers fill the windows of the front door classroom and provide to those approaching an expectation of joyful learning. Flowers and color hide the flaws of peeling paint and cracked ceiling and issue forth the theme of "spring in bloom." Laclede is the epitome of a positive approach to learning where students are challenged to embrace life and new beginnings.

Administrative Leadership

The principal of Laclede, described by his staff as an "excellent role model for students," epitomizes the qualities of a humanistic leader. Although he manages to get things done, his purposes appear to be accomplished in a manner that encourages self actualized behavior on the part of both teacher and student. The results of this principal's leadership are evident although he is characterized as being neither a "driver" nor a "pusher". Several outstanding members of his staff reflect the same enthusiasm, creativity and warmth which he exemplifies suggesting that the principal serves as a model not only to students but to teachers as well.

School Climate

The climate, or tone of Laclede is its most pronounced quality. Student achievement is honored, the individual is celebrated and self expression is encouraged. Student poetry fills the bulletin boards, charts of honors and awards are prominently displayed and photos of those with perfect attendance cluster in groupings. Laclede is a school that recognizes success and builds upon the positive nature of its students by reinforcing effort. Positive self worth results! The facility is neat and clean. Numerous reward systems are in use.

Basic Skills and Student Assessment

Progress is continually monitored and learning is integrated through the use of such procedures as in-class Chapter I services and creative writing labs. It appears that while the mastery of basic skills is emphasized, this knowledge base merely serves as a springboard to the extension of higher-level thinking processes. This is shown by the emphasis on self expression and creativity which is so apparent.

Expectations

This school provides a positive message to each child that s/he is capable and expected to become all that s/he can be. This message is exuded from staff and administration.

Conclusion

Laclede is in the third year of SHAL implementation. It demonstrates the goal that more recent SHAL schools should aspire to. The building moves ahead with a quiet, but intense, sense of purpose.

5. A VISIT TO FORD MIDDLE SCHOOL

Introduction

On Tuesday, May 1st, one field test team visited Ford Middle School. Although located in a low-income neighborhood, the grounds are very well kept and the inside is beautifully decorated with some very impressive art work. (prints). Students in 6th grade are forced to travel back and forth between two buildings, and this does entail crossing a city street.

The lunchroom was busy, but orderly. This was the only school where this team noticed considerable use of the teacher's lounge, especially for lunch. Ford is proud of its winning athletic teams, as noted by trophies and displays in the Gym.

Administrative Leadership

Administrative leadership is one of the strongest aspects of the program. The principal has good administrative support and is a strong believer in the SHAL concept. However, there has been a large amount of staff turnover recently. Five of the school's "Master" teachers were called upon to become instructional coordinators, thus taking experienced SHAL teachers from the classroom. Administration consists of three black females.

Basic Skills

Although the focus of the program is basic instruction, there could be a little more emphasis on structured learning approaches. There are also a few "enrichment" programs (writing lab, industrial arts, home economics). These are only offered to the older students (7th and 8th graders). Basic skills are taught in the mornings and after lunch, depending on the grade level.

School Climate

Students are housed in two separate buildings. Both buildings are quite neat and clean and vandalism seems to be kept at a minimum (even though the school has a community night program). There were several indicators of school spirit (hats, pins, banners, trophies, etc.) but there was room for more displays of student achievement (in the hallways and classrooms). The school atmosphere is orderly but not rigid, and most, but not all, students seemed happy. The school just received a batch of "Ford Middle" caps which will add emphasis to school spirit.

Student Assessment

Student achievement is monitored regularly. Assessments are generally made via standardized tests or tests that accompany teaching materials, although some teachers use teacher-made tests. The staff is in the process of discussing new standards for pass/fail, but they do have clear standards for acceptable homework.

Expectations

Pupils are expected to do well. There is a program for in-school suspension, which also increases the emphasis on self discipline. For selected groups of students there is a program to reward achievement (honor roll); however, there could also be other programs that would reward general student achievement. Discussions among SHAL schools and/or visitations might help schools share their ideas on expectations and rewards for a wide variety of achievements.

Additional Observations

Significant teacher turnover rate this year (5 of the schools "best" teachers have now become instructional coordinators), at least 1/3 of the students are bused in from other neighborhoods; an unusual number of teenage pregnancies; and the near absence of blacks in key supportive positions (librarian, counselor, and P.E. instructor).

Summary

An impressive school that has scattered evidence of support for project SHAL. Pupils work in a very structured environment where there is some form of mutual respect.

6. A VISIT TO MITCHELL BRANCH SCHOOL

Introduction

The field-test team visited Mitchell Branch School on April 30, 1984. One of the most prominent characteristics of the school is its small size. All eight classrooms in the building open onto a common corridor. This K-5 school has eight full-time teachers, a number of part-time staff and 180 students. The friendly nature of staff and students is another outstanding feature.

Mitchell Branch began Project SHAL during the second-year implementation period. The SHAL goals and objectives are evident throughout the school and demonstrated by teachers and students. This is significant, especially since the principal and two or three teachers had been at the school since after the first of this year.

Administrative Leadership

Mrs. Turner became principal at the school in February, 1984, following the death of the principal who had been at the school for several years. She is respected by the staff and students. Several teachers commented that they could go to her anytime, and she is cooperative and listens well.

Mrs. Turner was a classroom teacher prior to becoming principal. She has continued to do much teaching and stresses instructional improvement. She personifies the school goal ------ "We are committed to teach every child and have positive expectations."

Basic Skills

Basic skills are stressed by the entire staff at Mitchell Branch. The teachers use Mastery Learning and Missouri Math along with supplemental materials. Many teachers use TESA (Teacher Expectations/Student Achievement). One teacher said that TESA techniques give her a handle on making sure she is treating students equally, as far as spending her time. The staff makes an effort to interrupt basic skills class time as infrequently as possible.

Climate

The SHAL motto, as well as other slogans, are visible in the halls and classrooms of the school. Student work is displayed on the walls in the classrooms and along the corridor. Attendance charts are posted outside the classrooms. The school building is very clean and neat. The custodian takes pride in maintaining the facility and is quick to come to the rescue for any emergencies. The grounds and building are well kept, and the staff and students have pride in their school. Students are orderly in the halls and classrooms for the majority of the time.

Student Assessment

The teachers use a regular and ongoing assessment plan using skill tests, teacher-made tests, and the C.A.T. The principal and teachers send notes home to parents and/or make phone calls to keep parents informed of progress.

Expectations

The teachers expect the principal "to conduct herself in a way that the parents and students will feel welcome in the school." Most teachers said that students expect friendliness and tender loving care. The students are expected to come to school; be courteous; and do the best work according to their abilities. Students are rewarded for doing well in these areas. Attendance awards are given weekly. Hornet (school mascot) pins, treats, and special privileges are given for achievement, attendance and good citizenship.

Summary

The students and staff express positive feelings about Mitchell Branch. They support SHAL goals and objectives even though the school is going through a transitional period with the staff changes. This small student body and faculty are cooperative, friendly, and "serious about learning."

7. A VISIT TO WALBRIDGE SCHOOL

Introduction

The field-test team visited Walbridge School on May 1, 1984. The school building is old and large - 3 floors with girls' and boys' restrooms and gyms downstairs and offices and classrooms on the two upper floors. Upon entering, a marble stairway and stained glass windows in the kindergarten rooms are immediately visible.

Walbridge School staff includes a principal, administrative assistant, and full-time instructional coordinator. Student enrollment is approximately 640 and the turnover rate is extremely high. (Last year 300 "ins" and "outs" were recorded for 750 students).

The school is used as a Community School two nights a week.

Note: One team member observed in the classroom of a teacher who has been evaluated as unsatisfactory and will not be rehired. The identity of the teacher was not known to the team until after the school visit.

Administrative Leadership

The principal has been at Walbridge for two years. He cares about the school, particularly the goals and objectives of SHAL. Strong leadership qualities are evident. At staff meetings, he may at times give the teachers "updates" upon which they are asked to list the five emphasis areas of SHAL.

Basic Skills

There is an emphasis on basic skills at Walbridge. Math and reading are taught using the Mastery Reading and Missouri Math Effectiveness Programs. Homework is assigned every day except Friday.

The M. Hunter teaching model is the basis for the form used for reporting lesson plans each week.

Scheduling so that blocks of time are possible for basic skills instruction is a goal for the coming year.

Climate

The building is clean. Students move in the halls in orderly lines. Individual students who are in the halls carry hall passes. There are many samples of children's work on the walls. Slogans, mottos and inspiring sayings are seen in the halls and classrooms. An example: "If a child can't learn the way I teach, then I must learn to teach the way he can learn." Students are happy and like their school.

Student Assessment

Each teacher has a list of skills to be taught at each grade level with a suggested time line. Each teacher is also aware of the objectives tested on the California Achievement Test (CAT), and keeps a record of the dates these skills are taught.

Student Assessment Cont'd

Report cards are seen by the principal. Tests, including textbook tests, teacher-made tests, and standardized tests are used to monitor student progress.

Expectations

Students are expected to attend school, to be on time, to have a positive mental attitude, to be responsible for their behavior, and to learn. Teachers and administrators have high expectations for Walbridge students. Good behavior, attendance, achievement, and effort are rewarded.

Parents are encouraged to participate in the parent organization and to become involved with Walbridge School.

Summary

Walbridge School is clearly a SHAL school in that the focus of the school is upon strong leadership, climate, the teaching of basic skills, high expectations, and the monitoring of student progress. The teachers and principal are committed to providing a good education for the students. The teachers' and administrators' high expectations of students are clearly evident at Walbridge and students are aware of those expectations. They express positive attitudes about attending school at Walbridge.

8. A VISIT TO COOK BRANCH

Introduction

Cook Branch School contains grades K-4 and traces its existence to the days of the "schools of twenty." In fact, one current staff member proudly recalls the school's earlier days. The building appears in fine condition, orderly and clean. Quickly, it was apparent that the teaching staff was united, motivated, and involved. The support staff appeared diligent and active. Throughout the building, examples of student work appeared. Various phrases indicating commitment to learning were clearly displayed.

Administrative Leadership

The principal was most hospitable and accommodating. He presented a low-key approach to a concentration on management and administrative duties. Faculty involvement was evident in all facets of the school decision-making process. Teachers reported again and again that "we teachers get together, make a decision, solve problems, and then report to the principal what we decided." The principal is firm but fair, an excellent model for dealing with unpleasant situations in a calm, quiet fashion. The principal is very visible in the school, stopping for short visits with teachers or providing positive feedback to entire classes of students.

Basic Skills Emphasis

The teachers were clearly committed to objective-driven basic skills instruction. They reinforced this focus again and again, presenting a unanimous focus on basic skills emphasis. Evidence of recent staff development training (Dr. Hunter's Direct Instruction Model) clearly presented itself. The visitors felt that staff efforts in basic skills instruction will exceed the hoped-for gain in standard achievement test scores.

School Climate

Happy, energetic pupils occupy this school. The administration has scheduled activities in such a way as to optimize learning opportunities. Students were disciplined firmly, yet quietly, positively, and not oppressively. Movement from room to room, and from class to class was orderly, not stilted. The classrooms were attractive, but not gaudy. They represented considerable effort to encourage care for the rooms and hallways. Students were addressed respectfully, firmly, and in a friendly manner.

Student Assessment

A comprehensive assessment is evolving, led by considerable effort in reading and math assessment. Additional use and understanding of standardized test data are recommended, perhaps through inservice activities. Concentration on criterion-referenced teacher-made tests could be a plus if it is introduced in an effective manner.

Expectations

Expectations are another strength of this school. TESA results are very evident. The teachers put "legs on their prayers." The children expect a great deal from themselves and their teachers. Whole-class participation was the norm. Active learning was in progress. The teachers are "believers."

Epilogue

The staff is strong, capable, and willing to become stronger. The school might "work miracles" with stronger, more direct, and more aggressive direction; additional time in following SHAL goals should provide continuity of gains.

9. A VISIT TO CLARK BRANCH II

Introduction

Clark Branch II school, operating under the SHAL motto of Study Hard And Learn, was visited by the field-test team on April 30, 1984. This day was the final day for the principal, the only principal the school has had during its operational period. She will be moving to one of the original SHAL schools to replace the retiring principal, as Clark Branch II will be closing at the end of this school year. In some ways, the data we collected may be skewed because of this factor.

Clark Branch II houses a pre-school program, and 4th and 5th grades. It is among the smallest SHAL schools, with a staff of less than 10 teachers. A majority of students attending Clark Branch II are bused from other areas of the city.

Administrative Leadership

Of the five factors included in the "Effective Schools Program", administrative leadership is often identified as the most important. The principal demonstrates many qualities of a strong and effective leader and was described by her teachers as a person who has "high expectations" of her staff and is a "high achiever" who at times assists teachers in becoming more effective. She appeared to have exemplary organizational skills and was often willing to go beyond the call of duty to promote the SHAL philosophy.

Basic Skills

Ratings by the teachers seem to suggest that an emphasis on basic skills is in the process of being promoted, rather than clearly evident. However, the mean score in the area is skewed by one or two extreme scores which suggests that it is not the most accurate measure of basic skill achievement.

In this school, most of the instructional staff agree on the importance of teaching basic skills and are held accountable via lesson planning by the principal. Because the school is relatively small, the teacher usually spot checks and signs report cards. Most teachers also agree that students' C.A.T. scores are positively related to consistent teaching and promotion of basic skills.

Climate

The school is very neat, clean and orderly and as suggested by many teachers, is a place they will miss. Children at this school appear positive about learning and can repeat the SHAL motto, Study Hard And Learn. A sense of pride and community exists in this school. The team noted teachers eating together (this was reported to occur on a daily basis) and sharing with each other. Students' work is displayed throughout this small but hard-working school.

Assessment

Students are assessed regularly by standardized and teacher-made tests. Lesson plans must be kept up to date and are reviewed regularly by the principal. Teachers seem to understand the importance of increasing student performance and periodically assess gains.

Expectations

Expectations at all levels appear clear, although minor inconsistencies were noted. Students are expected to achieve by studying hard, whereas teachers are expected to provide the structure for this. There is emphasis of self discipline, and positive contacts at all levels to attempt to promote high achievement and school unity and pride. The principal appears to have high but realistic standards for staff and students.

Summary

In essence, this is a small school with a feeling of community among the teachers and principal that provides a positive learning environment for the students. It is unfortunate that it will be closing, as many of the children seem aware of the importance of their motto: Study Hard And Learn.

10. A VISIT TO HEMPSTEAD BRANCH

Introduction

The field test team visiting Hempstead Branch on May 2, was cordially greeted by the principal. She extended her welcome by offering us warm doughnuts and coffee, a packet of appropriate scheduling materials, assessment records, a copy of the school plan, and a quiet place to work and organize ourselves. Hempstead Branch is a small school made up of 130 4th and 5th grade students. The school building is relatively new, being 15-20 years old. It has been implementing SHAL ideas and goals for the last 2 years (formally); some SHAL aspects were being employed before formal entry into SHAL.

Administrative Leadership

The principal, a strong, friendly woman, has been the principal at Hempstead Branch since its reopening 4 years ago. She is described by her staff as hard working, readily available and instructional rather than administrative. She is highly visible in and around the school. It is obvious by her attitude and by the comments of her staff that she is a firm believer in the goals of the SHAL program. She takes a special interest in each student as evinced by her interactions with them.

Basic Skills

At Hempstead Branch there is a definite emphasis on the basic skills of reading, math and language arts. These subjects are reserved for early morning instruction. Math and reading are taught using the Mastery Reading and Missouri Math Effectiveness programs. There is a wealth of supplemental reading materials. Most of the teachers report using Madeline Hunter's techniques for teaching.

School Climate

As we walked through the doors of Hempstead Branch, we were bombarded by the number of signs, murals, bulletin boards and displays of student work and achievement. Some of these clearly denoted SHAL goals and others were seen to promote positive self perceptions. There were many reports that Hempstead Branch operates like "one big happy family," with teachers and administrative working together to solve school problems and attain school goals. The school is spotlessly clean which is due to the conscientious work of the janitor.

Student Assessment

Each teacher interviewed talked about the absolute need for ongoing testing of their students. Some faculty use teacher-made materials over 50% of the time, especially when dealing with remedial students or when testing over social studies and math. Report cards are reviewed and commented on by the principal who also reviews student work periodically. End-of-unit tests, end-of-year tests and standardized tests are used in the assessment procedures.

Expectations

The administration and faculty expect their students to 1) understand basic math facts, 2) write clearly (paragraphs especially), 3) speak in sentences, 4) to think & 5) to learn. Many teachers report that they encourage

Expectations Cont'd

and expect their students to develop self discipline and self control. We saw evidence of this. There are numerous strategies for rewarding students such as special treats, responsibilities, verbal praise, etc. Attendance as expected is usually high for pupils and staff. Hempstead Branch and the faculty go the extra mile to continue this norm. Overall high expectations prevail.

Summary

It is obvious that Hempstead Branch is a participant in the SHAL program as shown by the above facts. It is certain that the apparent success at Hempstead Branch is the result of hard work, determination and a clear focus on what makes an effective school. It was truly a pleasure to visit Hempstead Branch.

The small size of the school and the fact that it includes only two grades make it probable that Hempstead Branch has been able to attain SHAL goals close to those of the schools that have been in SHAL a longer time. That is, by the end of the second SHAL year, most students in the school (except transfers) will have had at least one year of SHAL involvement.

11. A VISIT TO EMERSON SCHOOL

Introduction

On May 2, three field observers visited Emerson School and were greeted by the principal and the instructional coordinator. Both administrators (black females) provided assistance for classroom visits, observation opportunities, records, and introductions to staff. The regular staff consists of mostly all black teaching personnel and most of the support personnel are white. The teaching staff is considered stable and many have been at this school for 10 years or more. The trend is different for the support staff.

The building is very old and in need of repairs. This condition is compensated for by numerous and colorful displays throughout the building. Keeping the building clean is difficult and does not appear to be a priority. The lunchroom was messy and the children's behavior disorderly during the lunch period.

Administrative Leadership

Instructional leadership is provided by both the principal and the instructional coordinator (just recently appointed). The teaching staff reported that the principal was a frequent visitor to classrooms, involved in instructional meetings and informed about student progress. The instructional coordinator reviewed weekly lesson plans and instructional activities with teachers.

The principal has established a communication network with parents; telephone, letters (mail), monthly activity calendars, etc. She participates in monitoring activities - lunchroom duty, etc.

Basic Skills

The teachers and administration stress basics, have high expectations of students and believe their children are capable of learning. The morning schedule is for basic skill development with minimum interruptions. Both "in-class" and "pull-out" programs exist.

Climate

The Emerson Eagles are evident in pictures and posters. Some pupil work is displayed prominently. There are reward systems available, but creativity could identify more ways to express positive rewards for pupils. The gym and cafeteria areas leave much to be desired -- another example of SHAL goals not being assisted by the facilities. Name recognition did not seem as high here as in some other SHAL schools.

Expectations

Teachers encourage students to achieve. Children spoke of the school's expectation in areas of basic skills - reading, math, etc. and behavior - treatment of teachers and classmates. A Code of Conduct was in the school plan, and some posters, etc. emphasized the need to study, behave and learn.

Student Assessment

The reading program is scheduled in the mornings and efforts are made to have very few interruptions. Lesson plans, homework, and classroom drills emphasize basic skills. Displays both inside and outside the classroom feature students' writing, spelling, and math work. Academic achievement of the students is charted and closely followed by the administration.

Summary

This school demonstrates an excellent effort in implementing the concepts of SHAL. These efforts are evident in the decor, teachers perceptions, and records. Several observations which appear to hinder their efforts are:

1) children expressing fears of the older children - bullies, fights on playground, having to give money, name calling (regarding skin color), etc.

2) relationships of teaching staff, support staff, and students.

3) restricted instruction space; an aide provides instruction in hallway, reading program and an office share the same room (temporary divider separate areas).

4) acoustics amplify sound and noise.

5) during the lunch period, the principal did not address the children by name (perceived as not knowing their names).

6) inadequate space for gym; no space available for time-out room, auditorium, library, science lab, art room, music room, etc.

7) the support personnel travel from room to room - no designated "space" for these activities.

8) key support staff -- counselor, social worker, male "coach" -- are white and may not relate as effectively to personal problems of pupils and the home situations as would someone of the same race and background as the pupils.

12. A VISIT TO GUNDLACH SCHOOL

Introduction

On 5/2/84, the field-test team visited Gundlach School. It is one of the five largest elementary schools in the city with an enrollment of 720 students and 30 teachers. Gundlach School, which this year has a student turnover rate of 62%, implemented Project SHAL in 1982-83; it is in its second SHAL year.

The school facility includes two buildings. The main building is a stately old structure decorated with marble, wrought iron, brass lighting fixtures and framed art prints. The second building, "the portables", has no restrooms, fountains, or hallways. Access to the portables is across the playground. The facilities are remarkably clean and in good repair.

Administrative Leadership

The principal, soft spoken and firm, is clearly the leader. He is generally liked and respected. (The negative remarks of one teacher stand in sharp contrast to the positive opinions of the other staff members interviewed.) The principal articulates his belief in SHAL and has created his own school slogan, "Students Here All Learn."

The principal believes in and practices decentralized decision making. Staff members are involved in an effective committee structure, including a school planning committee and task forces for each element of SHAL. The annual comprehensive school improvement plan articulates the specific responsibilities of staff members, parents and students in achieving school goals.

Parents are involved in the work of the school. Besides PTA and an advisory council, parent volunteers work in the library, office, cafeteria and classrooms. Parents assist in tax levy campaigns and have raised money to purchase a computer. In addition, parents serve as crossing guards and patrol the neighborhood as students walk to and from school in response to numerous attacks on St. Louis school children in the recent past.

The principal involves students in planning through the use of "town meetings" and questionnaires.

Climate

The school reflects the principal's emphasis on the efficient and well organized achievement of instructional goals. The buildings are neat and clean. Staff and students are friendly and courteous. Pupils are orderly in the cafeteria, hallways and classrooms. Canter's Assertive Discipline model was clearly in evidence.

Basic Skills

The business of the school is instruction. The schedule reflects the priority of basic skills, which are taught early in the day with few interruptions. All staff members, including art, music and P.E. teachers have plans to contribute to basic skill achievement. Lesson plans and the teacher evaluation process focus on instruction and monitoring pupil progress.

Expectations

Students are encouraged to do well. Adults and children treat each other with respect. Students are rewarded for good achievement, attendance, behavior and effort. Motivational devices include the honor roll, attendance awards, parties, snacks, movies, and opportunities to play video games and use computers.

Summary

Gundlach is a strong school that draws support from community resources. Efforts clearly focus on the elements of Project SHAL. Gundlach is an "effective school" where administrators and teachers systematically plan and achieve goals.

As with several other schools in the SHAL project, the existence of two facilities (either two buildings or a main building and portables) is somewhat an impediment to the full impact of SHAL. However, Gundlach -- like some other schools -- is working hard to overcome any detrimental aspects of this undesirable arrangement.

13. A VISIT TO COOK MIDDLE SCHOOL

Introduction

Cook Middle School (CMS) serves approximately 330 sixth, seventh, and eighth grade students. Students come to CMS from Cook Branch, Hempstead, Hamilton Branch, Mitchell, and Mitchell Branch. The socio-economic levels of community students range from lower lower to upper middle. Many residents receive state and federal subsidies. The unemployment rate is above 30%. CMS has been in SHAL for two years.

Administrative Leadership

The principal is firmly committed to the goals of Project SHAL. His strong leadership is evident in all aspects of the program. He is just as likely to be seen teaching a lesson in a classroom as he is to be inspecting the condition of the building. In both cases the approach to the task is structured and systematic. He sets high standards for himself and the CMS staff.

Climate

Signs posted in halls and classrooms say, "school is a serious place." This tends to reflect the basic climate found in the school. There is a "business like" atmosphere as students pass from one class to another. This carries over to the classroom.

Basic Skills

There is a strong emphasis on the basic skills. Instructional activities are based on an analysis of CAT results and the instructional process is monitored regularly. The M. Hunter teaching model is encouraged as a basis for reporting lesson plans each week. When the principal observes the teachers the Hunter outline is used for evaluation purposes.

Student Assessment

Instructional activities are systematically derived from an analysis of CAT results. Teachers are required to relate lessons to particular CAT areas. Teachers are required to post charts showing progress for each student on minimal essential skills. Each Friday is examination day throughout the school.

Expectations

The principal has high expectations for himself, staff and students. Expectations are articulated through systematic procedures designed to focus on individual student achievement: Good behavior, attendance, achievement, and effort are rewarded.

14. A VISIT TO KING MIDDLE SCHOOL

Introduction

Extensive busing and a 50% faculty turnover rate are difficult problems King Middle School must deal with. The building is at best inadequate; small corridors, stairways and classrooms magnify the noise generated by 600 middle schoolers. The facility and staff turnover rate cannot by considered positive factors in implementation of SHAL. King is in its second year of SHAL.

Administrative Leadership

The principal was characterized by one staff member as "too visible" in the building. The administrator stresses clinical supervision, displaying notes (a la Madeline Hunter) of teacher behaviors in observed visitations. He believes in his pupils and models this for teachers. He shows the way, preparing student and faculty handbooks. He possesses very perceptive organizational skills, utilizing them to make time for analyzing test data.

Basic Skills

There appears to be a general consensus on skills to be taught. The direct instructional model was evident (varying stages) in most of the classrooms. Teachers report emphasis on basic skill development coordinated with the C.A.T. A strong remedial program presented itself, but there seemed to be little opportunity for gifted and talented. Inter-grade coordination is in place and functioning well, while intra-grade coordination is just beginning. The administrator is very supportive and knowledgeable is basic skills instruction.

School Climate

Climate efforts constitute most glaring weakness of the school. One teacher described it as a "nut house." Most faculty appear to have failed to accept the total school and all its students as their responsibility. Pupils aimlessly roamed the halls, loudly playing, running, or generally "goofing off." Many teachers standing "on duty" ignored the misbehaving pupils. However, improvement in teacher and student attendance is documented. Apparently, a large number of staff don't realize or believe that they "do make a difference." Lunchtime in the gym is scary! Visitations to other SHAL schools might help.

Student Assessment

Emphasis is apparent; considerable testing is carried out, and much concern for improvement is expressed. Teacher-made tests are improving, becoming more related to C.A.T. and B.E.S.T. Greater emphasis on minimum competencies is suggested. Variance exists in the frequency and amount of homework.

Expectations

Expectations, closely related to climate, is the second area in need of considerable attention. More teachers will benefit from T.E.S.A. Self discipline must be stressed and orderly conduct must be restored. The building has limitations, but it can be made much brighter and attractive. Students are often addressed harshly and loudly - the proposed rewards system is not a cure-all.

Conclusion

King has made some starts in implementing SHAL elements. The implementation is not "even" with leadership, basic skill emphasis and assessment considerably more advanced then expectations and climate. The areas of climate and expectation should provide challenges for staff as King strives for higher goals.

15. A VISIT TO MITCHELL SCHOOL

Introduction

The Mitchell School was visited by the field test team on May 3, 1984. The school, in its second year of the SHAL project, is a bright oasis in a sea of poverty. While the outside of the building has a drab, fortress-like appearance, the entrance hall is colorful, filled with plants, pupil's art-work and signs. The administrator came in from the yard to greet us and welcome the team to the Mitchell School. The children are primarily from a public housing project across the street and their general appearance reflects their near-poverty backgrounds. Reports of high student turnover could be related to this general condition.

Administrative Leadership

Leadership in this school impressed the team as being "laissez-faire". The principal seems to know most of the children and the staff and is respected by all. There is evidence that the SHAL motto and philosophy are promoted and supported publicly. Having been at Mitchell School for many years, the principal is involved in the community and is attempting to get the community more involved with the school.

Basic Skills

There is an emphasis on basic skill acquisition in reading, math and language. Common reading times are blocked out to promote even and accurate placement of students. Homework is assigned on a regular basis but there is no consensus on minimum standards or levels of performance beyond what was developed during the initial SHAL summer institute.

Climate

The general climate of the building is cheerful, sometimes to the point of boisterous. However, the further the team got from the main office the more reluctance to participate in the survey was encountered. In fact, one teacher refused an interview requested during the teacher's planning period. This hesitance possibly reflects either a misunderstanding of our purpose or a feeling of being over-evaluated (the Central Office was in the school several weeks ago).

Student Assessment

Students are all assessed with standardized instruments and these results are reported to the main office. Most teachers reported using teacher-made tests to track student progress more accurately in relation to teacher lesson plans.

Expectations

Students are the focus of generally high expectations for both achievement and behavior. (There was one negative viewpoint on the children's ability to learn, from a veteran teacher who may be leaving the profession.) It was also noticed that teachers kept a tight rein on the children in the halls and especially the lunchroom. The general impression of the team was that the staff, students and school had been "prepped" for our visit.

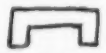
Summary

A consensus of the site team was that Mitchell School had the elements necessary for the SHAL program. We also felt that there was success evident but that it was not as good as it could be. Given that it is only the second year of implementation, it is possible that the situation will improve as they gain more experience. We hope that this field test of the replication/ implementation model will identify areas for staff emphasis that may help the school toward more complete SHAL implementation.

16. A VISIT TO HAMILTON BRANCH 5/4/84

Introduction

Hamilton Branch was built as a special school for small class sizes (N=15 or so), and the school is housed in two buildings which are directly across a city street (not a major thoroughfare). The main building is compact and space seems to be a limiting factor. (On some days four people regularly share the principal's small office -- principal, secretary, instructional coordinator and counselor). The building is in good repair; half of the gym serves as a cafeteria. A small, surfaced play area is available between the building and the street.

The second building has no internal hallways, is shaped as  with a small surfaced play area in the front. The building has no special rooms (gym, cafeteria) and pupils cross to the main building for these services. Hamilton Branch is in its second SHAL year.

Administrative Leadership

One principal is in charge of both buildings. She is assisted by an instructional coordinator. Part-time special help (counselor) is available. The principal knows, models and exemplifies the SHAL essence -- especially high expectations. She was rightfully proud of some recent CAT score results achieved by the 5th grade and hopes that other grades will do as well. She appears open in her dealings with staff, but demonstrates that the key elements (5 factors) of SHAL will be effectively implemented. She adds a sixth: Community.

Climate

The school seems to operate with a calm sense of purpose. All people seem to understand the SHAL ideas of climate, and there are many visible signs: photos, posters for announcing awards, school rules, motto or slogan, and pupil work on display. Walls are decorated in classrooms and most public spaces. Teachers and other staff seem to enjoy setting a positive school climate. The climate -- the water the fish swim in, so to speak -- seems just right for nurturing pupil academic, social and personal growth. It seems that everyone knows everyone's name. The climate is closely related to ...

Expectations

The school is characterized by high expectations for all persons at the school. The principal models high expectations. There are ways for many pupils to achieve (Highest in Chapter I, Highest in Room, etc.) in academics as well as in other things. Pupils seem to strive to meet these expectations. Pupils who do well are rewarded with duties in return; lunchroom, monitors, etc.

Basic Skills

Basic skills are a major focus. The staff works hard on basic skills. There is little more to say -- we believe that the test results will show that the emphasis on basic skills has been worthwhile. The Chapter I program is a "pull-out" effort.

Monitoring of Student Progress

Pupil progress is monitored closely not only by teachers, but also by the principal who may drop into a classroom and check on individual pupils. Test results are used to monitor pupils and as a basis for planning. Remember Day is one chance for pupils to show what they remember from the whole year.

Summary

This seems to be a well organized school with emphasis on basic skills and a substantial emphasis on good human relations. Lunch is orderly; little food is wasted; the room is clean -- and the principal monitors lunch closely to assure that pupils eat their meals or give their food to someone who will eat it. During this time the principal gets to know and speak to each child. This is a happy school, and one with a purpose.

17. A VISIT TO HERZOG & BRANCH

Introduction

On 5/3/84, a team of three persons conducted the SHAL field-test/ implementation visit at Herzog and Herzog Branch. The main building (1935) looms over a large blacktop play area that is not easy to maintain or keep clean (e.g., broken glass, etc.). The front doors have been "decorated" by spray paint. The building is in good internal repair, but the "cafeteria" in the cellar is the former girls' gym. Staff were friently and courteous.

Herzog is a neighborhood school in that students walk to school. The "Branch" is separated from the main building by a wide, major thoroughfare. (This interferes in the school program in many ways). The school serves a relatively stable population in comparison to many inner-city schools.

Administrative Leadership

The principal is in his second year and the curriculum coordinator has been on board since January. The SHAL implementation is in its first year. Both administrators are working to gain the staff trust and support necessary for the successful implementation of a major change. The principal has kept thorough records of SHAL implementation efforts; both administrators discuss SHAL efforts but neither exudes the confidence of the true "believers" observed in other schools.

Climate

There is a beginning on climate. A Code of Conduct is in the annual plan, and time is taken to explain rules to students. Rules (7) are posted in rooms and halls. Some hall areas display student work (e.g., pieces from the enrichment writing lab) and student art -- especially on the second floor. The motivational program is handled by individual teachers -- the school motivational and reward program is in the planning stages. The school jackets and hats have just come in. There is not yet a special school motto (banners, etc).

Expectations

National norms have been entered into the plan as goals. A few teachers and administrators attended the TESA effort and then were available for demonstration lessons during the day. Name recognition among some staff needs improvement. Faculty meeting minutes indicate that there is attention to expectations and interactions. There is only little concentrated effort on high expectations, but there is a start. Observed pupil behavior in the lunchroom does not indicate a reliance on pupil help or concentration on pupil self esteem or self discipline.

Basic Skills

The "basics" are taught early in the day: 8:20-9:20 for primary and 9:20-10:20 for others. Teacher plan books indicate a "basics" emphasis and there is use of the MMEP and Mastery Reading. Some aspects of the M. Hunter processes are in use. A skill list (minimum essentials) is still being revised and developed -- it was started at the summer institute. There are a resource teacher and a pull-out Chapter I program. The enrichment program is a writing lab, and pupil work from the lab is displayed throughout the lower hallways.

Assessment

Some faculty meetings have featured sessions on the C.A.T., and the MMEP/Mastery Reading programs have skills checklists.

Summary

This school is in its first year of SHAL implementation. There is one major impediment to the implementation -- the separation of the two buildings by a major thoroughfare. The school is still planning several key portions of SHAL, including the climate and expectations aspects. The administration and some staff do not seem to have caught the SHAL "fever" yet. A start has been made, but this school needs to re-direct its energies and become a "believer." As a neighborhood school, there are opportunities for much more community involvements etc.

18. A VISIT TO LANGSTON MIDDLE SCHOOL

Introduction

Langston Middle School has approximately 550 sixth, seventh, and eighth grade students. These students are served by about 54 administrators, faculty, staff and specialized personnel. This is the school's first year in Project SHAL. Langston has recently undergone a transition from a K-8 school to a middle school. This transition was made over a three-week period.

Administrative Leadership

Teachers feel that the principal is very supportive of their efforts and is a firm believer in Project SHAL. A strong humanistic orientation is evident in his interactions with the staff and students. He feels that a student's self concept plays a very important part in student development.

In the recent transition from K-8 to a middle school, teachers were given the option of staying or transferring. Only one teacher chose to transfer. We definitely think that this says something about how the teachers feel about the administration.

Climate

As the visiting team waited for the principal they were greeted warmly by students and staff alike. The inside of the building was neat and clean. The students are still getting used to the idea of properly disposing of ice cream wrappers and sticks and candy wrappers when out in the yard. Generally, feelings about the school and Project SHAL were very positive. Many teachers spoke of SHAL as providing hope.

Basic Skills

Basic Skills receive a strong emphasis, although this is not placed before making students feel good about themselves. Instructional activities are based on an analysis of the results from the California Achievement Test (CAT). Procedures for monitoring student achievement and teacher lesson plans are being modified to make them more functional for the Langston staff. The instructional coordinator plays a large role in this process. The schedule is such that the basic skills are taught mostly in the morning, making the lunch periods run somewhat later in the day.

Expectations

Administration expects teachers and students to do well. Teachers are well aware of this and feel that the principal is very supportive. Rewards available for good work and good behavior.

19. A VISIT TO WALNUT PARK SCHOOL

Introduction

The field-test team visited Walnut Park, a K-3 school with an enrollment of 560 students, on May 7, 1984. The building has three floors with a small cafeteria (seating capacity of 180) on the lower level. Many students eat lunch in classrooms. The team arrived shortly after school began on a Monday morning. The principal was not expecting us until the following day, the secretary was absent, and an irate parent was present. After waiting in the teachers' lounge for a short while, the team met in the principal's office with the principal and instructional coordinator. Each team member received a packet of materials including the SHAL improvement plan and a student handbook, which the principal reviewed for the team.

Administrative Leadership

The principal indicated that administrative leadership and school climate were the two areas that Walnut Park staff had determined needed emphasis for this year. Observations and interviews indicated that the principal has made a real effort to try new ways of doing things and is open to change. He clearly is knowledgeable about SHAL and is attempting to make decisions (budget, schedules) to reflect the SHAL basic skills emphasis.

Basic Skills

Since Walnut Park is in its first year of SHAL implementation, no data were available for comparison of student achievement scores. The CAT was administered in April and scores have not been received. There is an emphasis on reading, math, and language arts with specific skill lists and suggested time lines for each grade level. Remedial programs are generally "pull-out", with one Chapter I program being "in-room".

Climate

School walls are covered with the school motto "Without manners, we have no dignity. Without dignity, we have no pride." Student papers on classroom bulletin boards highlight achievement. Perfect attendance lists for students and staff are posted in the halls. Walnut Park has a school mascot, a school flower, and a school song. Students recite "SHAL rules of behavior" on a daily basis.

Multicultural activities are available for use by the staff, but generally are not used because of scheduling difficulties and the teachers' feelings that the basic skills must be covered first. Black heritage and culture are stressed. As one teacher put it "February is Black Heritage Month and Washington and Lincoln are only mentioned in passing."

Student Assessment

The CAT and the COGAT are used at Walnut Park in the standardized testing program. Commercially developed tests and teacher-made tests are used by staff.

The instructional coordinator is the test coordinator. She also reads all students' report cards and makes comments to the teachers, if necessary. The instructional coordinator receives each teacher's lesson plans by noon on Friday and returns them to teachers on Monday with "excellent, very good, fair"

written on them. Lesson plans are correlated with CAT objectives. Teachers indicated unhappiness with this procedure. They did not resent turning in the lesson plans, but did resent a "grade" especially if no explanatory comments accompanied the grade. A staff inservice meeting on testing is planned for June.

Expectations

Teachers and administrators interviewed indicated that their expectations of student performance were related to the CAT test (national norms). Achievement was emphasized verbally, but some contradictions were observed. For example, student behavior, lunchroom tidiness, attendance, and track and field success were rewarded with "happy-grams," blue ribbons, trophies and signs in the halls. We found no evidence of an honor roll. Dittoed certificates of student achievement appeared a bit skimpy next to a blue ribbon for track and field.

Self discipline for students was not evident. The day we visited, noon recess outside was cancelled because of rain. Inside recess was held with duty teachers monitoring classrooms. In kindergarten, two 3rd grade boys were monitors. The kindergarten children sat at their tables with hands folded and no talking for the entire recess period.

Summary

Walnut Park School is clearly making attempts to implement the five facets of SHAL. Also, clearly evident is the fact that they are not there yet.

Two notes of interest could possibly have affected our data collection. Last year, based on interviews, was a particularly difficult year because class size was very large (38 students per room compared to 26 students this year). Teachers see a change this year but are unsure if the change is due to small class size or to SHAL. The team also received negative reactions from teachers concerning giving up planning time to talk with yet "another research team." The district team had been at Walnut Park the week before we arrived.

One other item of interest observed at Walnut Park, and at other schools visited by this team, is that those teachers who had been involved with TESA expressed very positive feelings for that particular inservice. Enthusiasm seemed to be the pattern associated with exposure to TESA.

APPENDIX C

THE SHAL REPLICATION/IMPLEMENTATION
MODEL AS ORIGINALLY DEVELOPED

The Replication/Implementation Model as originally developed for SHAL appears on the following two pages. The model was generated from a theoretic framework based on a combination of change theory and communication theory. The basic framework for the model derived from early work of Achilles and Norman.

This framework was expanded in work with the Midwest Race and Sex Desegregation Assistance Center (MWRDAC) to help explain and track desegregation efforts in several sites in the Midwest. Through those efforts the model was refined. It then became a coordinating element in several proposals dealing with change, dissemination and desegregation that were submitted to and funded by the federal government.

After several meetings with SHAL personnel the model was chosen as the theoretic base or framework for the SHAL Replication/Implementation effort. Interviews with SHAL personnel, and especially the first four SHAL principals, provided data for the cells in the model's matrix. A literature review and synthesis provided descriptors, and especially some at the highest level (the top, or ideal) of the matrix. See the "References/Bibliography" section of this paper for information on more detail of the Replication model.

Achilles, C. M. and D. Norman, "Communication and Change in Education," Planning and Changing, V. 3(Fall, 1974), pp. 138-142 and Norman, D. and Achilles, C. M., "Change Theory: Basis for a Working Diffusion Model, Catalyst for Change, IV, 1(Fall, 1974), pp. 4-8.

STAGES	LEVELS	PROGRAM ELEMENTS		
STAGES	LEVELS	ADMINISTRATIVE LEADERSHIP	SCHOOL CLIMATE	HIGH EXPECTATIONS
Adoption or Adaption (Incorporation) Confirmation ↑ Evaluation or Trial (Implementation) Decision ↑ Awareness or Interest (Mobilization) Knowledge and Persuasion	INSTITUTIONALIZATION AND RENEWAL	Principal: coordinates instructional programs; emphasizes achievement; sets school-wide goals and objectives; sets personal goals and objectives; transmits well-defined set of goals to faculty, parents and community; plans and schedules to make optimal use of human and physical resources; accepts responsibility for what goes on at school; emphasizes teacher inservice in specific content areas and classroom management techniques; keeps abreast of research in education; takes assertive dominant role in the selection of instructional materials and in program planning and evaluation; monitors the instructional process; sets standards of performance for teachers and self.	Discipline code outlines consequences of unacceptable behavior; is enforced consistently and fairly; understood and accepted by most parents, teachers and students. School functions as a coherent whole rather than teachers functioning independently. Principal: promotes an atmosphere that is orderly without being rigid, quiet without being oppressive, and generally conducive to the business at hand; enables teachers to teach by limiting housekeeping chores. Acts as resource and aggressively seeks resources for teachers. Fosters trust through positive teacher/principal interaction. Aggressively seeks and obtains political, parental and financial support.	Staff believes all students can master basic objectives. Students are expected to gain one year or more on standardized test for each school year (math, reading, writing). Trend continues or increases each subsequent year. Principal communicates high expectation of self and faculty to achieve school's goals and objectives. Teachers are expected to have expectations for students and to communicate expectations to their students. Staff communicates to students that they can learn and are expected to become good citizens and to graduate from high school.
	IMPLEMENTATION (TRIAL/PILOT)	Principal: focuses on climate, high expectations, basic skills, assessment, pupil achievement (and refocuses staff interest on these); plans with a sense of timing and moves from problem to program orientation; is highly visible (school grounds, hallways, and classrooms); schedules instructional events into the schedule; provides ongoing support to staff while focusing on the key goals of the project; strives to achieve school norms; knows school: pupils, parents, staff and neighborhood; treats parents; students; staff with respect.	Respect and courtesy permeate the building. Sense of community and pride in building is felt and exhibited through potluck meals, informal coffees, etc. Sense of spirit. Staff members feel they are part of the school. Teachers feel responsible for all students and for classrooms discipline. If teachers have problems, they phone or visit home (etc.) Mutual respect between and among students and staff. Planning time is for planning (no TV) and scheduled so that groups of teachers are together for planning. Students know that rules and Code of Conduct are implemented and consistently enforced.	Principal focuses on building and individual goals and on national achievement norms. Success is something seen as attainable by everyone. Increased honor roll, good citizen ship, attendance and other incentive awards. Ongoing principal/teacher discussions about tests (i.e., CAT). Continuous inservice efforts on expectations, interactions and their relationships to achievement. Many pupils' behaviors exhibit high goals and expectations.
	PLANNING AND PROGRAM DESIGN	Principal is a believer; committed; rededicates him/herself to quality education; develops activities consistent with the purposes of education; establishes building goals and sets norms; remakes schedule to support such practices as learning blocks and common teacher planning time; fosters open communication, decision-making and problem-solving channels; refocuses his/her efforts on instruction.	Staff analyzes school climate profile and building plans are developed to improve identified problem areas. Committees formed to plan strategies. Instruction and learning are seen as the primary focus of school. However, factors affecting instruction such as discipline, rules, and building plant are still examined. Consistent Discipline Code/Handbook developed/updated. Motivational devices (buttons and murals) stress the positive. Award Days. Lots of student oriented activities. Neat building grounds. A clean environment is promoted as everyone's responsibility.	Principal and staff set national norms as standards for group achievement test results. Staff establishes high expectations for all persons in school. Emphasis on positive expectations. "Critical mass" of teachers become believers.
	ORIENTATION AND ASSESSMENT	Strong commitment from "central office," especially the principal's immediate supervisor. Principal is willing to be assessed (risk-taking). Assess building staff concerning principal leadership, resources, materials, school climate (including discipline, decision-making, staff interactions, etc.), student achievement levels, teacher expectations and basic skills teaching support. Set up some structure for getting things done (i.e., administrative council to coordinate project activities, Task Forces to develop plans for program elements, Grade Level and Content Area Committees). Plan to keep the principal and staff in the same building for several years (Continuity of Leadership). Develop Readiness and Receptivity through public relations and staff awareness workshops. Develop a program and evaluation plan; collect baseline data on attendance, discipline referrals and student ID's for all students.		

Developed for the St. Louis Public Schools by the Midwest Race and Sex Desegregation Assistance Center, Kansas State University.

Original SHAL Replication Model

BEST COPY AVAILABLE

STAGES	LEVELS	CONTINUOUS PROGRAM ASSESSMENT	PROGRAM ELEMENTS: COMMITMENT TO TEACHING BASIC SKILLS	PROGRAM ELEMENTS: REGULAR AND CONTINUOUS ASSESSMENT	MAJOR OUTCOMES: IMPROVED STUDENT ACHIEVEMENT
Adoption or Adaption (Incorporation) Confirmation	INSTITUTIONALIZATION AND RENEWAL		Principal requires that instructional objectives guide the school's programs. Critical mass of staff articulate commitment to basic skills. Staff opposes postponement of basic skills instruction for any reason. Emphasizes achievement in reading, math, language arts and writing. Maximum teacher time on task (basic skills instruction) is required. Alternative remedial and accelerated programs are in place (not just pull-out).	Principal: requires use of standardized tests to measure academic achievement; requires use of teacher-made test designed to test achievement of objectives; requires periodic review of school-wide goals, objectives and strategies followed by appropriate change. Views declining achievement test scores as fault of school, not fault of students. Eager to avoid things that don't work; committed to implement things that do. Frequently performance based on accomplishment of objectives. Teachers frequently evaluate pupil progress personally.	Group achievement scores at each grade level reach and are maintained at the national average or above. Individual students move at or above "average" and rates between pre- and post- test efforts.
Evaluation or Trial (Implementation) Decision	IMPLEMENTATION (TRIAL/PILOT)		Teachers and pupils engaged in planned learning efforts. Instruction-oriented staff meetings. Emphasis on basic skills (Mastery Learning and Missouri Math Effectiveness) improvement. Efforts to reduce pull-out for Title I students. Ongoing teacher regrouping as needed. Structure, schedule and model for delivery are all in place.	Administrators consistently monitor teachers' work as teachers are expected to monitor pupils' work. Stated and observed levels of achievement for promotion, homework, grading and minimum competencies implemented. Discussion of results of testing used as an assessment to identify problems and plans. Staff knows how students are progressing (has and uses results of testing programs).	Pupil attendance is increased. More positive parent inputs. Students in classes, not in halls. Increased rate of achievement. Games or contests in schools often focus on pupil achievement; rewards and recognition for achievement are known and respected in the school.
Awareness or Interest (Mobilization) Knowledge and Persuasion	PLANNING AND PROGRAM DESIGN		Teachers agree on skills to be taught and some common goals to be attained. Use of ongoing workshops to introduce several successful basic skills approaches (direct instruction, time on task, etc.). Develop blocks of instructional time with no interruptions. Develop common lists of skills (i.e. for ten-week blocks) for each grade level. Articulation between/among teachers and grades. Teach major subjects early while pupils are most alert. Design spiraled minimum competencies. Inservice focuses on mastery learning of basic skills (Reading and Mathematics).	Teachers agree on expectations for passing or work needed for satisfactory completion. Staff development on test measurement and construction ongoing. Homework policy established.	Pupils seem "happier" at school. A more orderly school. Neater/cleaner/less noisy. More purposeful movement. Homework is being completed as required. Parents know about and support school focus on pupil achievement.
	ORIENTATION AND ASSESSMENT		Strong commitment from "central office," especially the principal's immediate supervisor. Principal is willing to be assessed (risk-taking). Assess building staff concerning principal leadership, resources, materials, school climate (including discipline, decision-making, staff interactions, etc.), student achievement levels, teacher expectations and basic skills teaching support. Set up some structure for getting things done (i.e., administrative council to coordinate project activities, Task Forces to develop plans for program elements, Grade Level and Content Area Committees). Plan to keep the principal and staff in the same building for several years (Continuity of Leadership). Develop Readiness and Receptivity through public relations and staff awareness workshops. Develop a program and evaluation plan; collect baseline data on attendance, discipline referrals and student ID's for all students.		

Developed for the St. Louis Public Schools by the Midwest Race and Sex Desegregation Assistance Center, Kansas State University.

C-3

Original SHAL Replication Model (cont'd.).

BEST COPY AVAILABLE

APPENDIX D

THE "PILOT TEST" OF THE FIELD TEST:
An Unscientific Validity Study

At the beginning of the SHAL Implementation Field Test, one of the team leaders asked four instructional supervisors from the Area I Central Office to "guesstimate" at SHAL schools that 1) generally had a high level of implementation of SHAL elements and 2) would probably show considerable gains in pupil achievement as measured by the Spring, 1984 CAT results. The supervisors each had different schools in which they regularly worked, but they all shared information and worked together, so they were asked to consider all 19 SHAL schools in their responses. All were just a bit more confident in speaking about schools with which they worked. As a result, there was some range of responses.

After identifying, based upon their best professional estimate, schools that would be high in implementation and in pupil gain, they were asked to make the same estimate for typical middle-range and low schools. (There was hesitancy in mentioning low, so that group is not included here). The "guesstimated" responses are shown below with nominations (of 4) shown in ( ).

	High degree of SHAL Implementation and gain in pupil achievement.	Middle-level degree of SHAL Implementation and gain in pupil achievement
Middle Schools	Stowe (4)	Cook (2) Ford (2)
Elementary Schools	Laclede (4) Gundlach (3) Hamilton Br. (3) Hempstead Br. (1) Arlington (2) Hempstead (1) Emerson (1)	Mitchell (4) Arlington (2) Emerson (3) Walbridge (2) Hempstead Br. (2) Hempstead (3) Hamilton Br. (1)

Note that in all fairness there are not any first year (Phase III) schools in this result.

We collected this list at the end of the observation and field test of the implementation model. Our purpose was to see how close the field-test team results would be to the informed professional judgements of people who were not in the schools, but who worked with the schools on a daily basis.

Comparison of these "unscientific" and "guesstimated" results with the results of the SHAL Implementation Field Test (Table 1, p. 9) shows that the informed professional judgement process produces results very similar to the results obtained by the external field-test teams. These results provide some degree of validation for the field-test instrumentation and process, and some informal estimate of reliability. Note that the SHAL Replication/Implementation Model Field Test was a "one-shot" event with teams visiting each school for only one day. On the other hand, this informal "pilot test" is based generally on one person's impressions gathered from a full year or more of working with several schools.

SHAL IMPLEMENTATION SURVEY (4/84)

This survey will gather information from persons involved in Project SHAL. Information will help determine to what degree the Project SHAL model has been implemented in your school and help identify activities that might assist your school in fulfilling Project SHAL goals.

Your responses to this survey will be anonymous and voluntary. Your responses will be grouped with the responses of others and shared with the faculty and SHAL staff for planning purposes. You can help improve SHAL implementation by being fair and accurate in your responses.

There are <u>two</u> responses for each item--your idea of the <u>quantity</u> (amount or level) <u>and</u> your idea about the <u>quality</u>, ("goodness", or degree of effective operation) of the element represented by the item.

	Just Right, High/Much			Too much Low/Little	
QUANTITY (amount or level)	5	4	3	2	1
QUALITY ("goodness")	5	4	3	2	1

You can have a lot or just enough of something (high quantity) but it is not very good (low quality); both could be high, or both could be low, or you could have a little or too much of something (low quantity), but what you have is real good (high quality).

Please give your <u>quantity</u> and <u>quality</u> ratings for each item by circling the appropriate numbers.

	QUANTITY		QUALITY	
	Hi	Low	Hi	Low
<u>Example</u>				
Basic skills subjects have few interruptions	5 (4) 3 2 1		5 (4) 3 2 1	

Interpretation. There are few interruptions in basic skills subjects, and this is good.

SHAL IMPLEMENTATION SURVEY

School:_____

Position or job:_____(Teacher, admin., aide, counselor, etc.)

Years in this school_____? In a SHAL school_____? In teaching_____?

About how many SHAL-related inservice sessions have you attended_____?

	Just Right, High/Much			Too Much Low/Little	
QUANTITY (amount or level)	5	4	3	2	1
QUALITY ("goodness")	5	4	3	2	1

N/A = Not Applicable

	QUANTITY		QUALITY		
	Hi	Low	Hi	Low	
Basic Skills					
1. Teachers in this school agree on which minimum essentials in the basic skills are to be taught and at what grade levels they are to be taught.	5 4 3 2 1		5 4 3 2 1		NA
2. Basic skills subjects have a minimum of interruptions.	5 4 3 2 1		5 4 3 2 1		NA
3. Faculty and committee meetings most frequently focus on basic skill achievement.	5 4 3 2 1		5 4 3 2 1		NA
4. The principal spends much time on efforts relating to basic skill emphasis and achievement in school.	5 4 3 2 1		5 4 3 2 1		NA
5. Administrative efforts to reduce teacher time on "clerical" tasks through the use of aides, volunteers and creative scheduling have been made.	5 4 3 2 1		5 4 3 2 1		NA
6. There are structures, schedules and models for teaching of basic skills.	5 4 3 2 1		5 4 3 2 1		NA
7. Alternative classroom (remedial and accelerated) programs are in use (not just "pull-out" programs.	5 4 3 2 1		5 4 3 2 1		NA
8. Written instructional objectives and processes guide school programs.	5 4 3 2 1		5 4 3 2 1		NA
9. There is an emphasis on some structured approaches to the teaching of basic skills (Mastery Learning, Missouri Math Effectiveness, etc.)	5 4 3 2 1		5 4 3 2 1		NA

	QUANTITY		QUALITY		
	Hi Low		Hi Low		NA
School Climate					
1. Teachers and administrators work together to solve major school problems and attain school goals.	5 4 3 2 1		5 4 3 2 1		NA
2. Staff and student pride (sense of community) is evident in the school.	5 4 3 2 1		5 4 3 2 1		NA
3. A Code of Conduct (consistent, firm, fair) has been developed, updated and used.	5 4 3 2 1		5 4 3 2 1		NA
4. Buttons, murals, photos, student work on display, award days, and slogans are used as motivational devices for improved achievement and behavior.	5 4 3 2 1		5 4 3 2 1		NA
5. The school is neat and clean; vandalism is at a minimum; school appearance is everybody's business.	5 4 3 2 1		5 4 3 2 1		NA
6. Parents, volunteers and community groups are available to support school goals and objectives.	5 4 3 2 1		5 4 3 2 1		NA
7. Students know the rules.	5 4 3 2 1		5 4 3 2 1		NA
8. Teachers in this school feel responsible for good discipline and the behavior of students.	5 4 3 2 1		5 4 3 2 1		NA
9. Teacher/staff tardiness/absenteeism is low	5 4 3 2 1		5 4 3 2 1		NA
10. Pupil tardiness/absenteeism is low.	5 4 3 2 1		5 4 3 2 1		NA
11. The school atmosphere is characterized as being orderly but not rigid; quiet but not oppressive.	5 4 3 2 1		5 4 3 2 1		NA
12. Students are "happy" and busily engaged in school.	5 4 3 2 1		5 4 3 2 1		NA
13. Students follow the rules in the school.	5 4 3 2 1		5 4 3 2 1		NA
Student Assessment					
1. Student achievement is monitored regularly.	5 4 3 2 1		5 4 3 2 1		NA
2. Teacher-made tests are used regularly to identify student progress at achieving instructional objectives.	5 4 3 2 1		5 4 3 2 1		NA
3. The principal regularly "spot-checks" student achievement.	5 4 3 2 1		5 4 3 2 1		NA
4. The principal evaluates teachers on their instructional performance rather than on obscure objectives or "traits."	5 4 3 2 1		5 4 3 2 1		NA

	QUANTITY		QUALITY	
	Hi Low		Hi Low	
5. Objectives are developed and monitored in daily, weekly, quarterly or unit lessons.	5 4 3 2 1		5 4 3 2 1	NA
6. A standardized testing program is used to monitor school achievement of goals/objectives.	5 4 3 2 1		5 4 3 2 1	NA
7. There are stated levels of performances/ achievement for homework.	5 4 3 2 1		5 4 3 2 1	NA
8. Lists of "minimum competencies" or instructional objectives are used as basis for monitoring student progress.	5 4 3 2 1		5 4 3 2 1	NA
9. Staff development (workshops, courses, faculty meetings) for testing, measurement and test usage is continuous and comprehensive.	5 4 3 2 1		5 4 3 2 1	NA
10. Teachers agree on standards for grading	5 4 3 2 1		5 4 3 2 1	NA
Expectations				
1. Building goals/objectives are established using national/regional norms, and the school is expected to attain them.	5 4 3 2 1		5 4 3 2 1	NA
2. During the past 1-3 years, the number (or percent) of pupils on honor rolls has increased.	5 4 3 2 1		5 4 3 2 1	NA
3. Inservice programs frequently focus on increasing student expectations, interactions and test results.	5 4 3 2 1		5 4 3 2 1	NA
4. Students in this school are challenged academically regardless of their ability levels.	5 4 3 2 1		5 4 3 2 1	NA
5. A system of rewards/honors/recognition programs exists to support improved student achievement.	5 4 3 2 1		5 4 3 2 1	NA
6. The principal expects teachers/pupils/parents to support the school.	5 4 3 2 1		5 4 3 2 1	NA
7. Teachers in this school expect each pupil to perform at least at that pupil's instructional level.	5 4 3 2 1		5 4 3 2 1	NA
8. The principal emphasizes student self discipline.	5 4 3 2 1		5 4 3 2 1	NA
9. The principal expects teachers both to perform well as teachers and to encourage pupils to perform well.	5 4 3 2 1		5 4 3 2 1	NA
10. Teachers in this school emphasize self discipline and orderly conduct and expect pupils to be responsible for their own behavior.	5 4 3 2 1		5 4 3 2 1	NA

	QUANTITY		QUALITY		
	Hi	Low	Hi	Low	
Leadership					
1. There is a definite structure for inter/intra-grade coordination (committees, etc.).	5 4 3 2 1		5 4 3 2 1		NA
2. Statements of instructional and non-instructional goals and objectives are used by all teachers.	5 4 3 2 1		5 4 3 2 1		NA
3. Teachers are directed to adhere to uniform school policies, goals, objectives, philosophy and teaching strategies.	5 4 3 2 1		5 4 3 2 1		NA
4. Adherence to uniform school goals and objectives is part of teacher evaluation process.	5 4 3 2 1		5 4 3 2 1		NA
5. The principal consistently models desired behaviors for teachers.	5 4 3 2 1		5 4 3 2 1		NA
6. The principal is frequently observed in/around the school (halls, classes, lunchroom, etc.).	5 4 3 2 1		5 4 3 2 1		NA
7. The principal chairs or attends important instructional meetings at the school and uses faculty meetings for instructional improvement.	5 4 3 2 1		5 4 3 2 1		NA
8. The principal shows that she/he is a "believer" in the school and its mission.	5 4 3 2 1		5 4 3 2 1		NA
9. The principal schedules time/space to make good use of physical/human/fiscal resources.	5 4 3 2 1		5 4 3 2 1		NA
10. The principal knows the staff, community, parents, and pupils (speaks to people by name; treats people with respect).	5 4 3 2 1		5 4 3 2 1		NA
11. The principal emphasizes achievement, focuses on instruction and is not driven by problem orientation.	5 4 3 2 1		5 4 3 2 1		NA
12. The principal sets high standards of performance for him/her self and others.	5 4 3 2 1		5 4 3 2 1		NA
13. The principal leads the staff in program planning, implementation, evaluation and refinement.	5 4 3 2 1		5 4 3 2 1		NA
14. The principal develops the schedule to support teacher planning and curriculum improvement.	5 4 3 2 1		5 4 3 2 1		NA
Organizational Processes/Climate					
1. People in this school work to solve problems; they don't just talk about them.	5 4 3 2 1		5 4 3 2 1		NA

	QUANTITY		QUALITY		
	Hi Low		Hi Low		
2. People with ideas or values different from the commonly accepted ones get a chance to be heard.	5 4 3 2 1		5 4 3 2 1		NA
3. Teachers find it easy to communicate with the principal.	5 4 3 2 1		5 4 3 2 1		NA
4. Parents participate in school and school related activities.	5 4 3 2 1		5 4 3 2 1		NA
5. Attention is given to student ideas.	5 4 3 2 1		5 4 3 2 1		NA
6. Teachers would rather teach here than in most other schools in this city.	5 4 3 2 1		5 4 3 2 1		NA
7. People seldom bring up extraneous or irrelevant matters at staff meetings.	5 4 3 2 1		5 4 3 2 1		NA
8. Our school does a good job of examining alternative solutions before deciding to try one.	5 4 3 2 1		5 4 3 2 1		NA
9. Community help is sought in developing the school's goals.	5 4 3 2 1		5 4 3 2 1		NA
10. There are ways for me to reach a higher authority when I have suffered from an unfair decision.	5 4 3 2 1		5 4 3 2 1		NA
11. The principal talks with us frankly and openly.	5 4 3 2 1		5 4 3 2 1		NA
12. When central or area administrators and staff make a decision about Project SHAL, they do so after discussion and recommendations from the school's principal and staff.	5 4 3 2 1		5 4 3 2 1		NA
13. When district-wide programs are introduced, careful effort is made to adapt them to the particular needs of this community and this school.	5 4 3 2 1		5 4 3 2 1		NA
14. Our faculty has a good feeling about working together.	5 4 3 2 1		5 4 3 2 1		NA
15. Many people are involved; the same few people do not do most of the talking during a meeting.	5 4 3 2 1		5 4 3 2 1		NA
16. Problems at this school are solved collectively.	5 4 3 2 1		5 4 3 2 1		NA
17. Goals are set and used here.	5 4 3 2 1		5 4 3 2 1		NA
18. I have influence on the decisions within the school which directly affect me.	5 4 3 2 1		5 4 3 2 1		NA

	QUANTITY						QUALITY						
	Hi				Low		Hi				Low		
19. Tension between faculty and principal is minimal.	5	4	3	2	1		5	4	3	2	1		NA
20. People can be openly critical or make good objections during a meeting.	5	4	3	2	1		5	4	3	2	1		NA
21. The problems we discuss in our meetings are current and relevant to most of us.	5	4	3	2	1		5	4	3	2	1		NA
22. Teachers in this school frequently share ideas about teaching.	5	4	3	2	1		5	4	3	2	1		NA
23. Work groups communicate with the principal about what is going on.	5	4	3	2	1		5	4	3	2	1		NA
24. The principal deals with conflicts directively and constructively.	5	4	3	2	1		5	4	3	2	1		NA

THANK YOU FOR YOUR HELP!

APPENDIX F

ASSOCIATIONS USING SPEARMAN'S p: A=Rank from Table 2, B=Rank from Table 10, C=Rank from Table 12

	A	B	d	d^2	C	d	d^2	d	d^2
I. Stowe Mid.	1	1	-	-	1	-	-	-	-
Hempstead	2	2	-	-	2	-	-	-	-
Arlington	2	1	1	1	1	1	1	-	-
Laclede	1	1	-	-	2	1	1	1	1
GROUP I N/A									
II. Ford Mid.	3	4	1	1	3	-	-	1	1
Mitchell Br.	3	2	1	1	3	-	-	1	1
Wallbridge	2	3	1	1	3	1	1	-	-
Cook Br.	4	2	2	4	2	2	4	-	-
Clark Br.	2	4	2	4	2	-	-	2	4
Hempstead Br.	1	2	1	1	1	-	-	1	1
Emerson	2	3	1	1	2	-	-	1	1
Gundlach	1	4	3	9	3	2	4	1	1
Cook Mid.	2	3	1	1	1	1	1	2	4
King Mid.	4	4	-	-	4	-	-	-	-
Mitchell	4	1	3	9	3	1	1	2	4
Hamilton Br.	2	2	-	-	1	1	1	1	1
GROUP II N/A									
III. Herzog & Br.	4	4	-	-	4	-	-	-	-
Langston Mid.	4	3	1	1	4	-	-	1	1
Walnut Pk.	4	1	3	9	4	-	-	3	9
GROUP III N/A									
TOTAL		A/B	43		A/C	14		B/C	29

Sig. t (DF=17)

	ONE-TAIL	TWO-TAIL
.05	1.740	2.110
.01	2.567	2.898
.005	2.898	---
.001	---	3.965

Sig. p (N=18)

	ONE-TAIL ONLY
.05	.399
.01	.564

Ferguson, pp. 406, 414 (see References)

AB $p \leq .01$

$$p = 1 - \frac{6 \Sigma d^2}{N(N^2-1)}$$

$p = .962$

$$t = p\sqrt{\frac{N-2}{1-p^2}}$$

$t = 14.581$

AC $p \leq .01$

$p = .988$
$t = 26.295$

BC $p \leq .01$

$p = .975$
$t = 18.160$

There must be substantial values for p or t to reject the null hypothesis that no association exists between these rankings. Thus, we may conclude that there is substantial association among these rankings (at or beyond .001).

Ferguson, Chapter 14

COMPARISON OF RANKINGS OF SHAL SCHOOLS ON THREE MEASURES

Group/School		Implementation Factors (Table 1)			CAT (1984) Results (Table 9)			Implementation Survey (Table 11)		
		1 & 11			1 & 9			9 & 11		
		d	d^2	Rank	d	d^2	Rank	d	d^2	Rank
I.	Stowe Mid.	-	-	3	1	1	2	1	1	3
	Hempstead	2	4	11	2	4	9	-	-	9
	Arlington	2.5	6.25	7.5	3	9	4.5	.5	.25	5
	Laclede	6	36	2	-	-	2	6	36	8
	GROUP I			5.9			4.4			6.3
II.	Ford Mid.	2	4	13	4	16	17	6	36	11
	Mitchell Br.	-	-	12	3	9	9	3	9	12
	Wallbridge	5	25	9	4.5	20.25	13.5	.5	.25	14
	Cook Br.	9	81	16	9.5	90.25	6.5	.5	.25	7
	Clark Br.	2.5	6.25	7.5	9.5	90.25	17	7	49	10
	Hempstead Br.	1	1	1	5.5	30.25	6.5	4.5	20.25	2
	Emerson	4	16	10	3.5	12.25	13.5	7.5	56.25	6
	Gundlach	10	100	5	12	144	17	2	4	15
	Cook Mid.	-	-	4	7.5	56.25	11.5	7.5	56.25	4
	King Mid.	4	16	14	3	9	17	1	1	18
	Mitchell	5	25	18	13.5	182.25	4.5	8.5	72.25	13
	Hamilton Br.	5	25	6	3	9	9	8	64	1
	GROUP II			8.8			11.8			9.4
III.	Herzog & Br.	-	-	19	2	4	17	2	4	19
	Langston Mid.	1	1	16	4.5	20.25	11.5	5.5	30.25	17
	Walnut Pk.	1	1	15	13	169	2	14	196	16
	GROUP III			16.7			10.2			17
	TOTAL		347.5			876			636	

N	Table 1 & 11	Table 1 & 9	Table 9 & 11	
19	p = .695 (.01)	p = .232 (NS)	p = .442 (.05)	
19	t = 3.986 (.01)	t = .983 (NS)	t = 2.032 (.05)	*n is too
4	p = .40 (NS)	p = .95 (*)	p = .75 (*)	small for
12	p = .50 (.05)	p = -.10 (NS)	p = .68 (.05)	significance
3	p = 1.00 (*)	p = 1.00 (*)	p = 1.00 (*)	

APPENDIX G

TABLE 15

PERCENT OF PUPILS IN LOWEST QUARTILE ON 1984 CAT;
TOTAL BATTERY, BY IMPLEMENTATION GROUP

	Implementation Group				
Grade	I 3 Yrs.	II 2 Yrs.	III 1 Yr.	Area	City
1	11.9	17.4	28.6	23.6	
2	26.3	28.8	34.2	30.9	
3	17.3	23	30.4	28.2	
4	21.5	19.4	22.7	22.7	
5	7.5	30.1	12.6	15.1	
6	10.1	13.5	16.8	17.2	
7	7.5	23.2	19.2	18.7	
8	4.6	13.2	19.2	15.7	
Ave.	13.3	21.1	23.0	21.5	
National	25	25	25	25	

*Percents in implementation groups were derived from averaging the percents reported in Tables 7 and 8, pages 16 and 17. Since actual numbers of students in each percent were not taken into account, this procedure should be used, if at all, only as an estimate of a trend since it weighs each grade equally, which was not the actual case.